

Resources in Education

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FEBRUARY 1982

VOLUME 17 • NUMBER 2

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R E



ED 206 798 208 125

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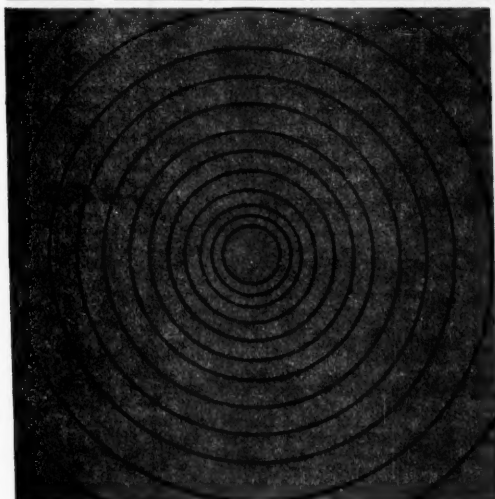
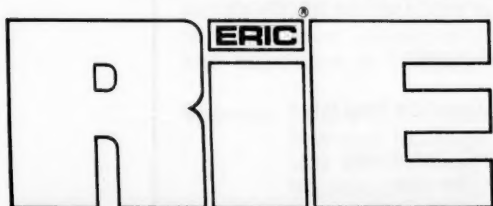
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RESOURCES IN EDUCATION

ED 206 798-208 125

February 1982

Volume 17 • Number 2



Resources in Education (RIE) is processed for printing by ORI, Inc., under contract with the National Institute of Education, U.S. Department of Education, and published monthly by the U.S. Government Printing Office (GPO) with printing funds approved December 1980 by the Office of Management and Budget. Contents do not necessarily reflect official NIE policy.

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Contents

Introduction	iii
ERIC Clearinghouse Publications	v

DOCUMENT SECTION

Sample Resume	viii
Document Resumes	1

INDEX SECTION

Subject Index	213
Author Index	317
Institution Index	343
Publication Type Index	369
Clearinghouse Number/ED Number Cross Reference Index ...	397

NEW THESAURUS TERMS 401

HOW TO ORDER:

ERIC Documents (from ERIC Document Reproduction Service)	403
Information Analysis Products (Microfiche Mini-File)	405
<i>RESOURCES IN EDUCATION</i> (from Government Printing Office)	406
ERICTAPES/ERICTOOLS (Magnetic Tapes and User Aids)	407
ERIC PRICE CODES (CONVERSION TABLE)	408
REPRODUCTION RELEASE FORM	409

Introduction

RESOURCES IN EDUCATION (RIE) —A monthly abstract journal announcing recent report literature related to the field of education, permitting the early identification and acquisition of reports of interest to the educational community.

**Sponsor: Educational Resources Information Center (ERIC)
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ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating significant and timely education-related reports. It consists of a coordinating staff in Washington, D.C. and 16 Clearinghouses located at universities or with professional organizations across the country. These Clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The Clearinghouses are listed on the inside back cover.

Organization of Journal: *Resources in Education* is made up of resumes and indexes. The resumes provide descriptions of each document and abstracts of their content. Resumes appear in a "Document Section" and are numbered sequentially by an accession number beginning with the prefix ED (ERIC Document). The indexes appear in an "Index Section" and provide access to the Resumes by Subject, Personal Author, Institution, and Publication Type.

Availability of Documents: The documents cited in *Resources in Education*, except as noted, are available from the ERIC Document Reproduction Service (EDRS), in both microfiche (MF) and paper copy (PC), or microfiche only. Availability in microfiche only may be determined by the source, for proprietary or copyright reasons, or by ERIC for reasons related to legibility and reproducibility. The price per document is based on the number of pages and is subject to change over time. An ERIC Price Code Schedule permits the user to convert all price codes to actual dollar amounts. Current price information for documents, microfiche, and subscriptions to microfiche collections is to be found in the section entitled "How to Order ERIC Documents" in the most recent issue of RIE.

How to Submit Documents to ERIC: If you have documents that you would like to have considered for announcement in *Resources in Education* (RIE), you should send clean, legible copies (in duplicate, if possible) to the ERIC Processing and Reference Facility, 4833 Rugby Avenue, Bethesda, MD 20814. A reproduction release, giving ERIC permission to reproduce in paper copy and microfiche (or microfiche only), and signed by the author or official representative of the source institution, is requested for all documents selected for inclusion in RIE. Standard reproduction release forms may be obtained from the ERIC Facility (a sample appears at the back of this issue of RIE).

How To Order RIE: The U.S. Government Printing Office (GPO) prints RIE and functions as subscription agent. Detailed subscription information appears on the title page and on the page in the back of RIE entitled "How to Order **RESOURCES IN EDUCATION.**"

Introduction

The purpose of this study is to investigate the effects of the proposed system on the performance of the system. The study is divided into two main parts: a theoretical analysis and an experimental evaluation.

The theoretical analysis is based on the principles of the system and the assumptions made in the design. The experimental evaluation is based on the results of the experiments conducted on the system.

The results of the theoretical analysis show that the proposed system is capable of achieving the desired performance. The results of the experimental evaluation show that the proposed system is capable of achieving the desired performance in a practical setting.

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HIGHLIGHTS Of Special Interest

ERIC Clearinghouse Publications

This page highlights publications announced in this issue of *Resources in Education* which was created by the ERIC clearinghouses and selected as having special significance for educators. For each brief citation appearing here, there is a full abstract appearing under the same ED number in the pages of the issue.

In addition to collecting the literature of education for announcement in *Resources in Education* and *Current Index to Journals in Education*, the ERIC clearinghouses analyze and synthesize the literature in a number of different formats designed to compress the vast amount of information available and to meet the varying needs of ERIC users. These formats include research reviews, state-of-the-art studies, interpretive studies on topics of high current interest, research briefs, annotated bibliographies, and compilations. While some publications are comprehensive reviews designed for those who are interested in pursuing a subject in depth, others are brief analyses designed for the busy practitioner whose time is limited for staying abreast of new developments in education.

ERIC publications are published either by the ERIC clearinghouses responsible for producing them or through cooperative arrangements with other organizations. Copies are usually available directly from the responsible clearinghouse or from the source listed in the citation. In addition, the publications are announced in *Resources in Education*, are contained in all ERIC microfiche collections, and are available in microfiche or paper copy from the ERIC Document Reproduction Service (EDRS), P.O. Box 190, Arlington, Virginia 22210. Special collections of clearinghouse publications are also available on microfiche from EDRS, as follows:

1975-77	(574 documents).....	\$114.00 (includes postage)
1978	(211 documents).....	\$ 40.95 (includes postage)
1979	(159 documents).....	\$ 29.15 (includes postage)
1980	(176 documents).....	\$ 36.80 (includes postage)

Citations (By Clearinghouse)

ED 207 474 HE 014 491
Preer, Jean L.
Minority Access to Higher Education: AAHE-ERIC/Higher Education Research Report 1.

American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.; 55p.
EDRS Price - MF01/PC03 Plus Postage.

Alternate Availability—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036 (\$4.00 members, \$5.50 nonmembers).

ED 207 475 HE 014 492
Richards, Michael D. Sherratt, Gerald R.

Institutional Advancement Strategies in Hard Times. AAHE-ERIC/Higher Education Research Report No. 2.

American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.; 55p.

EDRS Price - MF01/PC03 Plus Postage.

Alternate Availability—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036 (\$4.00 members, \$5.50 nonmembers).

ED 207 668 PS 011 926
Oden, Sherri
Peer Relationship Development in Childhood.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.; 55p.

EDRS Price - MF01/PC03 Plus Postage.

Alternate Availability—Ablex Publishing Corporation, 355 Chestnut Street, Norwood, NJ 07648 (Contact publisher for price).

ED 207 675 PS 012 321
Katz, Phyllis A.
Development of Children's Racial Awareness and Intergroup Attitudes.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.; 55p.

EDRS Price - MF01/PC03 Plus Postage.

Alternate Availability—Ablex Publishing Corporation, 355 Chestnut Street, Norwood, NJ 07648 (Contact publisher for price).

DOCUMENT SECTION

SAMPLE RESUME

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s).

Title.

Organization where document originated.

Date Published.

Contract or Grant Number.

Alternate source for obtaining document.

Language of Document.

ERIC Document Reproduction Service (EDRS) Availability "MF" means microfiche; "PC" means reproduced paper copy. When described as "Document Not Available from EDRS", alternate sources are cited above. Prices are subject to change; for latest price code schedule see section on "How to Order ERIC Documents", in the most recent issue of RIE.

Publication Type—broad categories indicating the form or organization of the document, as contrasted to its subject matter. The category name is followed by the category code.

ED 654 321

Smith, John D. Johnson, Jane

Career Education for Women.

Central Univ., Chicago, Ill.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Report No—CU-2081-S

Pub Date May 73

Contract—NIE-C-73-0001

Note—129p.; Presented at the National Conference on Career Education (3rd, Chicago, IL, May 15-17, 1973).

Available from—Campus Bookstore, 123 College Ave., Chicago, IL 60690 (\$3.25).

Language—English; French

EDRS Price MF01/PC06 Plus Postage.

Pub Type—Dissertations/Theses (040)

Descriptors—*Career Opportunities, Career Planning, Careers, *Demand Occupations, *Employment Opportunities, Females, Labor Force, Labor Market, *Manpower Needs, Occupational Aspiration, Occupational Guidance, Occupations, Vocational Counseling, *Working Women

Identifiers—Consortium of States, *National Occupational Competency Testing Institute, Illinois

Women's opportunities for employment will be directly related to their level of skill and experience but also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1970 and 1980, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craftsmen and foremen (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance which are available to them. (SB)

Clearinghouse Accession Number.

CE 123 456

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number—assigned by originator.

Descriptive Note (pagination first).

Descriptors—subject terms which characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—additional identifying terms not found in the *Thesaurus of ERIC Descriptors*. Only the major terms, preceded by an asterisk, are printed in the subject index.

Informative Abstract.

Abstractor's Initials.

Document Resumes

The document resumes in this section are arranged in numerical order by ED number, and also alphanumerically by Clearinghouse prefix and Clearinghouse accession number.

As explained in the Introduction, each Clearinghouse focuses on a specific aspect of education. The reader who is interested in one of these major aspects (e.g., Reading) may, however, find pertinent resumes among the entries of virtually any Clearinghouse, dependent on the orientation of the document. For this reason, it is important to consult the Subject Index if a comprehensive search is desired.

The following is a list of Clearinghouse prefixes and names used in this Section, together with the page on which each Clearinghouse's entries begin:

AA —ERIC Processing and Reference Facility	Page 1	JC —Junior Colleges.....	Page 132
CE—Adult, Career, and Vocational Education.....	1	PS —Elementary and Early Childhood Education	141
CG—Counseling and Personnel Services.....	28	RC —Rural Education and Small Schools	150
CS—Reading and Communication Skills.....	36	SE —Science, Mathematics, and Environmental Education.....	161
EA—Educational Management.....	54	SO —Social Studies/Social Science Education.....	173
EC—Handicapped and Gifted Children.....	77	SP —Teacher Education	183
FL —Languages and Linguistics	84	TM—Tests, Measurement, and Evaluation	192
HE—Higher Education.....	91	UD—Urban Education.....	203
IR —Information Resources.....	112		

AA

ED 206 798 AA 001 094
Resources in Education (RIE). Volume 17, Number 2.

Educational Resources Information Center (ED), Washington, D.C.; ORI, Inc., Bethesda, Md. Information Systems Div.
Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Feb 82
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, \$42.70 (Domestic), \$53.40 (Foreign).

Pub Type—Reference Materials - Bibliographies (131) — Collected Works - Serials (022)
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

Descriptors—*Abstracts, Education, *Indexes
Identifiers—*Resources in Education
Resources in Education (RIE) is a monthly abstract journal which announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,500 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape data base prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for MAY 1979. (LRS/WTB)

CE

ED 206 799 CE 028 737
Development of Productive Skills. Report of a Sub-Regional APEID Workshop on Non-Formal and Alternative Structures in Education with Emphasis on Development of Productive Skills (Philippines, May 28-June 16, 1979).

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and Oceania.

Pub Date—79
Note—75p.

Available from—UNIPUB, Box 433, Murray Hill Station, New York, NY 10016.

Pub Type—Collected Works - Proceedings (021) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Education, Adults, Economic Development, Educational Administration, Educational Philosophy, Educational Planning, Educational Policy, *Educational Practices, Employment, *Government Role, *Job Skills, *Nonformal Education, Productivity, Rural Development, Technical Occupations, Technological Advancement, Technology Transfer, *Vocational Education, Youth

Identifiers—*Asia, Bangladesh, India, Indonesia, Korea, Philippines, Thailand

Delegates from six countries (Bangladesh, Korea, India, Indonesia, Thailand, and the Philippines) met in the Philippines in May-June 1979 at a UNESCO-sponsored conference to discuss development of productive skills through nonformal and alternative structures in education. The main part of the meeting was a series of reports of the nonformal educational experiences of each country. These experiences can be synthesized for the six countries as follows: (1) all the countries have similarities in the nonformal education (NFE) programs, which can be classified into three categories—NFE programs conducted by the government under several ministries, semi-government NFE programs, and privately organized NFE programs; (2) the participating countries have adopted major policies with respect to the eradication of poverty and unemployment, with stress on NFE and the development of productive skills through varied training programs and transfer of technology to rural areas; (3) planning, development, and implementation of NFE differs according to the administrative structures of education in the various countries; (4) use of local resources for educational programs is stressed; (5) in all countries, NFE programs with emphasis on the development of productive skills aim to improve the quality of life of the people; and (6) factors affecting NFE activities include purpose, organization, resources, management, state of national development, and sociocultural customs and traditions. (The report also contains in-depth studies of several nonformal education projects.) (KC)

ED 206 800 CE 028 894
Parks, A. Lee And Others
Secondary Special Education Programs: A Procedures Manual.

Idaho State Board of Vocational Education, Boise.

Pub Date—81
Note—104p.
Pub Type—Guides - Non-Classroom (055) — Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Administrator Guides, Advisory Committees, Community Resources, Curriculum, Curriculum Development, Data Collection, *Disabilities, Educational Assessment, Educational Finance, Educational Legislation, Educational Needs, Educational Planning, Educational Resources, *Federal Legislation, Guidelines, Needs Assessment, Occupational Surveys, *Program Development, Program Evaluation, *Program Implementation, Secondary Education, *Special Education, *Vocational Education
Identifiers—Education Amendments 1975, Education for All Handicapped Children Act, Idaho, Rehabilitation Act 1973

The thrust of federal legislation during the last few years has been to encourage the inclusion of handicapped persons in the mainstream of society and the educational system. Public Laws 94-142, 94-482, and Section 503 of the Rehabilitation Act of 1973, collectively, stress free, appropriate public education, education in the least restrictive environment, access to vocational programs, individualized educational programs, accessibility of facilities and programs, and nondiscriminatory practices for handicapped persons. This manual has been prepared to assist administrators and teachers to implement the provisions of these laws in programs for handicapped students in the secondary schools of Idaho. The manual has been organized in 10 program components to reflect a flow of decision making that proceeds from rationale to program evaluation. Each program component of the model addresses three areas: planning considerations, activities, and evaluation. Material covered in the component sections includes the following: rationale for secondary special education programs; advisory committee formation; assessment of occupational needs; assessment of student needs; assessment of program needs; program goals and objectives; curriculum and instruction; community resources; funding resources; and program evaluation. Appendices to the manual contain information on data collection techniques, resources for curriculum modification, allowable uses for federal funding for special education and vocational education, and evaluation forms. (KC)

ED 206 801 CE 029 027
Prospects for Adult Education and Development in Asia and the Pacific. Report of a Regional Seminar (Bangkok, November 24-December 4, 1980).

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

Pub Date—81
Note—73p.
Available from—UNIPUB, Box 433, Murray Hill

2 Document Resumes

Station, New York, NY 10016.
Pub Type—Collected Works - Proceedings (021) —
Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Basic Education, *Adult Education, Adult Educators, Adult Literacy, Disadvantaged, *Economic Development, Educational Administration, Educational Needs, Educational Planning, *Educational Policy, Educational Trends, Females, Futures (of Society), *Government Role, Lifelong Learning, Literacy Education, Older Adults, Policy Formation, Postsecondary Education, Public Policy, Rural Development, Rural Education, Teacher Education, Underemployment, Unemployment, Urban Education, Urban Environment, Youth Employment

Identifiers—*Asia (Southeast), *Pacific Region, United Nations Economic and Social Council
Adult education and the economic development of the countries of Asia and the Pacific was discussed at a UNESCO conference held in Bangkok in November-December, 1980. The conference was opened by Raja Roy Singh, who emphasized the crucial significance of adult education in national development. He said that development is no longer construed only in economic terms but is increasingly seen also in the light of political, moral, social, and cultural advancement. Conference delegates discussed the state of adult education in each of the countries represented. During the conference, delegates reached the following conclusions: (1) to play an effective role in the process of development, adult education requires realistic aims, top-level support, clear planning and strategies, integration and extension into all levels of government and life; (2) adult education's importance must be more widely realized or economic development will fail; (3) recently, there has been a trend among the countries of the region to enhance the quality and quantity of adult education; (4) adult education must develop programs to reduce the differences between the haves and the have-nots in society, making available the skills and knowledge that enable people to become active partners in development and to improve their circumstances. Recommendations flowing from the conference included there be more research on how adult education can aid development; that countries make education public policy and give it resources; that education be not solely for literacy; that formal education and adult education be complementary. (KC)

ED 206 802 CE 029 079
Sherman, Deborah C. And Others
Evaluation of the Training Development Program.
Public Affairs Research Inst., Wellesley, Mass.
Pub Date—80
Note—66p.; For a related document see CE 029 081.

Pub Type—Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Agency Cooperation, Colleges, *Communication Skills, *Competency Based Education, Continuing Education, Curriculum Development, Educational Cooperation, Environmental Standards, *Health Services, Improvement Programs, Inservice Education, *Interpersonal Competence, Interviews, Job Skills, *Paraprofessional Personnel, Program Development, Program Evaluation, Questionnaires, Self Evaluation (Individuals), *Staff Development, Task Analysis

Identifiers—Boston Office of Environmental Affairs MA, *Environmental Health, Massachusetts (Boston)
Both formative and summative evaluations were used to guide development and appraise outcomes of a model college/public service agency collaborative effort to develop an inservice, onsite, volunteer training program for Office of Environmental Affairs (OEA) employees. Assessment procedures included interviews with Training Development Program staff, University of Massachusetts personnel, and OEA agency director and staff; questionnaires to agency personnel; analysis of project documents in progress and after completion; and analysis of achievement data. Findings were reported for the six project objectives: (1) institutional assessment, (2) employee self-assessment, (3) recruitment of trainees, (4) instructional program, (5) recruitment and training of agency staff/trainers, and (6) establishment of advisory council. It was concluded that employee job tasks were thoroughly identified through task analysis. The employee self-

assessment procedure identified job skills and areas for further training. A competency-based instructional program was developed in communications and interpersonal skills grounded in work experience. Effectiveness of instructor training was still uncertain. Training was offered toward competencies in supervisory leadership, interviewing, and writing for internal and external agency use. (Eleven data tables are provided. Appendixes include the evaluation design and evaluation instruments.) (YLB)

ED 206 803 CE 029 081

Sherman, Deborah C.
Special Community Service and Continuing Education Program. Training Development Program (TDP). Final Report, FY '80 and 90-Day Extension.

Massachusetts Univ., Boston. Coll. of Public and Community Service.
Pub Date—26 Dec 80

Note—189p.; Appendix A (resumes) was removed because of personal information. Parts of remaining appendixes will not reproduce well due to small, light print. For a related document see CE 029 079.

Pub Type—Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Agency Cooperation, Colleges, *Communication Skills, *Competency Based Education, Continuing Education, Curriculum Development, Educational Cooperation, Environmental Standards, *Health Services, Improvement Programs, Inservice Education, *Interpersonal Competence, Job Skills, Learning Modules, *Paraprofessional Personnel, Program Development, Program Implementation, Self Evaluation (Individuals), *Staff Development, Task Analysis

Identifiers—Boston Office of Environmental Affairs MA, *Environmental Health, Massachusetts (Boston)

In addition to an 11-page narrative, this final report contains materials from a model college/public service agency collaborative effort to develop an inservice, onsite, volunteer training program for Office of Environmental Affairs employees. These activities are described: task analysis to determine environmental/human service paraprofessional job tasks and responsibilities, employee self-assessment of job tasks and inservice needs, development of cluster competencies, design and development of 22 modules/instructional packages, production of instructor's manual, training of volunteer instructors, and implementation of instructional program that focused on communication and interpersonal aspects of an urban environmental health agency. Appendixes include (1) final report of task analysis with results and interview instrument, (2) final report of self-assessment with results and instrument, (3) skills matrix, (4) curriculum design, and (5) draft cluster competencies learning modules. (YLB)

ED 206 804 CE 029 252

Beamer, Rufus W.
Advisory Councils on Vocational Education—Retrospect and Prospect.

Virginia State Advisory Council on Vocational Education, Blacksburg.
Pub Date—20 Jun 81

Note—17p.; Paper presented at the Joint NACVE/SACVE Meeting (Washington, DC, June 20, 1981).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Advisory Committees, Citizen Participation, Educational Legislation, Federal Legislation, *Futures (of Society), Program Evaluation, School Business Relationship, School Community Relationship, *Vocational Education
After 11 years of existence, the Vocational Education Advisory Council movement should be assessed and some major issues they must address in the future should be considered. The 1968 Amendments and the 1976 legislation provided for the establishment of national, state, and local advisory councils. They were intended to serve as instruments to bridge the gap between education and work and as advisors and independent evaluators of vocational education programs. Vocational education has grown in both quantity and quality over the past 12 years, and much of that growth can be attributed to work of the advisory councils. Their effectiveness is due to their substantial level of

competence, credibility, visibility, effective relationship with agencies concerned with vocational training, and effectiveness in planning and evaluation. The future of advisory councils will be determined by their impact on these major issues facing vocational education: (1) the federal government's role in vocational education, (2) the need for a national policy in vocational education, (3) use of federal funds, (4) administration of vocational education, (5) block grants for vocational education, (6) state plans, (7) advisory councils, and (8) a funding priority for public education. (YLB)

ED 206 805 CE 029 310

Budd, Diane M.
Evaluation of the Vocational Preparation and Success of Handicapped Individuals Who Reside in Rural Areas of Florida. Florida Rural Research Project. Final Report.

Florida Univ., Gainesville.
Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

Pub Date—Jun 81
Note—171p.; For a related document see ED 195 671.

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Dropouts, *Educational Background, Emotional Disturbances, Employment Patterns, High School Graduates, Learning Disabilities, *Mild Disabilities, Mild Mental Retardation, Program Descriptions, *Rural Areas, Rural Education, Special Education, *Vocational Adjustment, Vocational Education, *Vocational Followup

Identifiers—Florida

Phase 2 of a three-phase project examined the secondary education background and employment adjustment of handicapped youth in rural counties in Florida. (Phase 1 was a pilot study.) Subjects were former special education students in five rural project counties who had been identified as needing services in the area of educable mental retardation, specific learning disabilities, or emotional disturbances. Academic background and followup questionnaires were administered to them. Primary project objectives included (1) continuing the working relationship with Rural Research Advisory Committee members, (2) describing programs available to secondary handicapped students, (3) describing economic situation and employment adjustment of former students, (4) developing educational models or best practices for the vocational/special education and training of handicapped students, and (5) assisting counties in special/vocational education program and course planning. Vocational and special education program and course offerings varied from county to county. More former mildly handicapped students were employed than were unemployed. They may be employed in semi-skilled or unskilled jobs and receive minimum wage. A few were enrolled in postsecondary technical education. Vocational education competencies they learned may not be used in their occupations, and seasonal employment attracted a number of former students. (Appendixes include correspondence, special education program descriptions by county, and questionnaires.) (YLB)

ED 206 806 CE 029 346

McDermott, Bill P.
Designing and Validating Procedures for Insuring Quality Adult Education in Nursing Homes and Convalescent Centers. Toward a Theory of Practice for Insuring Quality Education in Nursing Homes: A Section 310 Final Report, May 15, 1980-June 12, 1981.

Monroe County Adult Education Consortium, Monroe, Mich.

Spons Agency—Michigan State Dept. of Education, Lansing. Adult Extended Learning Services; National Inst. of Education (ED), Washington, D.C.

Pub Date—81
Note—471p.

Pub Type—Reports - Evaluative (142)
EDRS Price - MF01/PC19 Plus Postage.

Descriptors—Academic Achievement, *Adult Education, Adult Programs, *Educational Gerontology, *High School Equivalency Programs, *Inservice Teacher Education, Institutionalized Persons, Instructional Materials, Material Development, *Nursing Homes, Older Adults, *Outcomes of Education, Program Effectiveness, Program Evaluation, Screening Tests, Secondary School Teachers, Student Evaluation, Test Validity, Workshops

Identifiers—Michigan (Monroe County), Senior Adult Education Program

The Senior Adult Education Program (SAEP) for Monroe County, Michigan, conducted a documentation and analysis of the program component that provides high school completion classes in two local nursing homes. Three general research questions were (1) benefits to nursing home residents from the programs, (2) design of classes in nursing homes comparable to traditional high school programs, and (3) demonstration of validity of screening and assessment instruments. One task force developed a screening instrument to evaluate prospective students, adapted the San Diego Quick Assessment Test, and developed the Individualized Learning Plan to effectively chart students' progress. Another task force identified differences between SAEP and the local high school program and integrated that knowledge into training materials for traditional high school teachers to help them become competent educators of institutionalized older adults. In-service sessions and a statewide workshop were then held. Analysis included interim evaluation techniques and pre- and post-measurements. Results indicated that students benefited by receiving the cognitive and therapeutic effects of education. Instructors benefited by public adult education moving closer to development of replicable standards. This 58-page report narrative concludes with 19 specific recommendations. Appendices provide a detailed collection of the documentation process and final products (instruments, forms, training manual). (YLB)

ED 206 807

CE 029 683

Deegan, James

Evaluation of ADVANCE: A Nontraditional Adult Diploma Program.

Minnesota State Dept. of Education, St. Paul. Div. of Instruction.

Pub Date—Jun 81

Note—93p.; Best copy available.

Pub Type—Reports - Evaluative (142) — Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Administrator Attitudes, Adult Education, *Competency Based Education, Dropout Programs, Educational Certificates, Experiential Learning, *High School Equivalency Programs, High School Graduates, *Nontraditional Education, *Outcomes of Education, *Program Effectiveness, Self Evaluation (Individuals), *Student Attitudes, Student Certification
Identifiers—*Project ADVANCE

An evaluation of Project ADVANCE (Adult Diploma Validating and Accrediting Necessary Competence and Experiences), an adult competency-based high school completion program, was conducted to determine program effectiveness, as viewed subjectively by recent graduates and present students. Personal interviews and/or questionnaires were given to 31 of the 34 first graduates of the program (1980), 19 present students, and several instructors and administrators of the Mounds View Community Education Department. Overall, graduates and students were extremely satisfied with the ADVANCE program, and teachers and administrators were supportive. The graduates and students were appreciative of the close relationship with the teachers that the program provided, and felt that the program definitely had a significant impact on their lives, both by the attainment of a diploma and the increased self-esteem gained through participating in the program and reaching personal goals. Students who had dropped out did so for personal reasons (finances, schedule conflicts, etc.) and not for any disappointment with the program. Half of those dropouts who were interviewed intended to return to the program. Evaluation of program content showed that the unique features of ADVANCE were the individualized diploma planning process, the assessment-of-experiential-learning program, and the performance-based curriculum. On the basis of the study, it was recommended that information about ADVANCE be disseminated; replication and implementation must remain a local decision. (KC)

ED 206 808

CE 029 768

Vocational Education: Purposes, Roles, Responsibilities. Position Statement of National Association of State Directors of Vocational Education.

National Association of State Directors of Vocational Education.

Pub Date—1 May 80

Note—9p.; For a related document see CE 029 769.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Education, Educational Finance, *Educational Objectives, *Educational Philosophy, Educational Research, *Educational Responsibility, Education Work Relationship, Equal Education, Federal State Relationship, *Government Role, Government School Relationship, Position Papers, *Public Policy, State Departments of Education, State School District Relationship, *Vocational Education

The main purposes of vocational education are to provide individuals with the skills they need to attain economic freedom and to enhance the productivity of local, state, and national economies. Vocational education programs exist to serve all peoples and to aid in providing all skills needed for the individual to attain and keep a job related to his/her needs and skills that will serve employers' needs. Vocational education achieves its purposes through three basic types of roles: principal roles, shared roles, and support roles. Vocational education's principal roles are preparing all persons for work for entry jobs, upgrading, retraining, and cross training; and providing orientation to work. Vocational education shares the following roles with other groups in the community: job placement; economic development; productivity and efficiency; individual assessment; and human resource development. The major support roles for vocational education are helping to develop the basic or fundamental educational skills required in the work that the vocational student expects to perform; helping to develop survival and living skills of students; and assisting in the area of national defense by providing skilled workers. Vocational education is carried out on three government levels—local, state, and federal. Each level has distinct responsibilities, although these responsibilities should be exercised in partnership. (KC)

ED 206 809

CE 029 769

Reauthorization: Vocational Education Act. Position Statement of National Association of State Directors of Vocational Education.

National Association of State Directors of Vocational Education.

Pub Date—Apr 81

Note—8p.; For a related document see CE 029 768.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Advisory Committees, Data Collection, *Educational Finance, Educational Needs, *Educational Objectives, *Educational Philosophy, Federal Aid, *Federal Legislation, Federal State Relationship, Government School Relationship, Position Papers, Program Evaluation, Public Policy, Research Needs, State Boards of Education, State Departments of Education, *Vocational Education

Identifiers—*Reauthorization Legislation, *Vocational Education Act 1963

The National Association of State Directors of Vocational Education takes the following position in four areas regarding the reauthorization of the Vocational Education Act of 1963: (1) In regard to governance of vocational education, the Association recommends the continuance of the coordination of local, state, and federal governments. Vocational education in each state must be administered by a sole State Board for Vocational Education that provides overall leadership and planning and coordinating with federal and local agencies; advisory committees should be used to assist the State Board. (2) In the area of funding, the federal government has a financial responsibility to assist states; funding should be allocated by formula; local and state funds should not be required for maintenance of federally required services; flexibility in use of funds should be granted; and the federal portion should not exceed 50 percent for state and local administration or 100 percent of federally mandated programs. (3) In the area of evaluation, the State Board shall develop a State Plan, upon which the federal government should provide funding. State evaluation systems should provide a basis for formation of State Board policy and determine program

quality and effectiveness; and data systems should provide the required level of detailed information at federal, state, and local levels. (4) In the area of programs and services, the same must be equally available to all; new programs should be developed with federal funds; federal funds should support state research and development activities; and The National Center for Research in Vocational Education should continue to conduct research and development and act as a national clearinghouse for curriculum development. (KC)

ED 206 810

CE 029 818

Cheney-Stern, Marilyn R. Phelps, L. Allen

Development of Procedures for Assessing the Impact of Vocational Education Research and Development on Vocational Education (Project IMPACT). Volume 1—Context and Principles of Assessing Impact.

Illinois Univ., Urbana.

Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Pub Date—Aug 80

Contract—R-31-20-X-0141-166

Note—88p.; For related documents see ED 203 119 and CE 029 819-826.

Pub Type—Reports - Descriptive (141) — Information Analyses (070)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Case Studies, Definitions, *Educational Assessment, Educational Change, Educational Research, Elementary Secondary Education, Evaluation Criteria, *Evaluation Methods, Higher Education, Literature Reviews, Outcomes of Education, Postsecondary Education, Program Effectiveness, *Program Evaluation, *Research Methodology, Research Utilization, *Vocational Education

Identifiers—Education Amendments 1976, Illinois, *Impact, Project IMPACT

Illinois-funded Project IMPACT was designed to identify and develop procedures for complying with the impact requirement of Public Law 94-482, with regard to the effect of vocational education research and development on vocational education programs. The study addressed itself to three problem areas: (1) how to define impact, (2) how to assess impact, and (3) how to show a cause-and-effect relationship between project activities and changes in vocational education teaching-learning situations. The project also investigated how to predict the probability of impact, and how to manage ongoing contracts to increase impact probability. In this first volume of the phase 1 reports, Project IMPACT is defined, principles of assessing impact are determined, and methods of study are decided through a review of literature and an analysis of case study methods. The review of literature on planned change and impact assessment showed that evidence of impact may be direct or indirect; that the time between cause and effect of impact is longer for intellectual products than for tangible products, and that it is desirable to assess impact of a project at the school district level rather than at higher administrative levels. It also showed that numerous characteristics which are associated with high versus low impact have been identified and that the degree to which these characteristics are present or absent may be useful in predicting actual impact. Through the analysis of case study methods, procedures for assessing impact of vocational education projects through case studies were established. These procedures were followed in the case studies in volumes 2-8 of this series (see note). (KC)

ED 206 811

CE 029 819

Cheney-Stern, Marilyn R. Phelps, L. Allen

Development of Procedures for Assessing the Impact of Vocational Education Research and Development on Vocational Education (Project IMPACT). Volume 2—A Case Study of the Illinois Occupational Curriculum Project.

Illinois Univ., Urbana.

Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Pub Date—Aug 80

Contract—R-31-20-X-0141-166

Note—60p.; For related documents see ED 203 119 and CE 029 818-826.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Administrator Attitudes, Behavior Change, Case Studies, *Community Colleges, *Curriculum Development, Educational Assess-

4 Document Resumes

ment, *Educational Change, Educational Research, Evaluation Methods, Literature Reviews, Outcomes of Education, Postsecondary Education, Program Effectiveness, Program Evaluation, Research Utilization, Secondary Education, *Vocational Education

Identifiers—Education Amendments 1976, Illinois, *Illinois Occupational Curriculum Project, *Impact, Project IMPACT

As part of Project IMPACT's efforts to develop procedures for complying with the impact requirements of Public Law 94-482, a case study was made of the Illinois Occupational Curriculum Project (IOCP). The top-down study traced the IOCP from its developers to its users and documented measurable changes in the 1971 versus the 1979 curriculum development behaviors of community college administrators in Illinois. The purpose of IOCP was to develop workable process models that could be used as a guide for local education agencies and the state education agency in developing and evaluating curriculum in occupational education. The philosophy of IOCP was that educational administrators should follow a step-by-step procedure prior to making a decision. In order to aid administrators in carrying out this model process, 12 products were created. The major products were five activity manuals containing learning activities which were introduced at workshops. Evaluation of the IOCP showed that three of the four intended consequences of using the IOCP manuals were realized: more systematic planning, more use of resource materials, and more writing of specific management objectives. The intended consequence that was not realized was more staff involvement. Findings of Project IMPACT's case study confirmed the project evaluation and elucidated factors that facilitated that impact. Probably the most significant finding regarding the actual measurement of impact had to do with the importance of collecting pre- and post-data on the project in the same fashion (open-ended questions) and the observation that even when significant differences in behavior of administrators were observed, it would be impossible to ascribe the change solely to the influence of the IOCP. (KC)

ED 206 812 CE 029 820

Cheney-Stern, Marilyn R. Phelps, L. Allen
Development of Procedures for Assessing the Impact of Vocational Education Research and Development on Vocational Education (Project IMPACT). Volume 3-A Case Study of the Illinois Network of Exemplary Occupational Education Programs for Handicapped and Disadvantaged Students.

Illinois Univ., Urbana.
Spons Agency—Illinois State Office of Education, Springfield, Div. of Adult Vocational and Technical Education.

Pub Date—Aug 80
Contract—R-31-20-X-0141-166
Note—76p.; For related documents see ED 203 119 and CE 029 818-826.

Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Case Studies, Demonstration Programs, *Disabilities, Disadvantaged Youth, Educational Assessment, Educational Change, *Educational Research, *Evaluation Methods, Learning Disabilities, Mainstreaming, Mental Retardation, Postsecondary Education, Program Effectiveness, *Program Evaluation, Research Utilization, Secondary Education, *Special Education, *Vocational Education

Identifiers—Education Amendments 1976, Illinois, *Illinois Network Exemplary Occup Educ Prog

As part of Project IMPACT's efforts to develop procedures for complying with the impact requirements of Public Law 94-482, a case study was made of the Illinois Network of Exemplary Occupational Education Programs for Handicapped and Disadvantaged Students. The purpose of the Network was to expand the quantity and quality of special needs vocational education in the state of Illinois. In 1978-79, the Network was comprised of nine demonstration sites and a dissemination site; in addition, the Network was also a source of materials, processes, consulting services, and inservice training appropriate for special needs vocational education. Incomplete evaluative data suggests that the Network's products have been fairly widely diffused, and that at least "awareness" of the Network was possessed by all educators in Illinois. The most interesting and unique feature of the Network from the point of view of Project IMPACT was the quality and quantity of interaction between the Network and the

Research and Development section of the Illinois Department of Adult, Vocational and Technical Education (DAVTE). This interaction was accomplished through annual funding proposals prepared by the Network that served as evaluative tools for changes implemented by DAVTE. Project IMPACT recommended the following investigations of the Network: documenting that the "awareness" focus of the project deserves as much attention as the "expertise" focus; study of the characteristics and activities that made the director of the dissemination site so effective; further study of product adoption; more document analysis; and further study of the Research and Development Section's control of the Network for possible replication. (KC)

ED 206 813 CE 029 821

Hook, Colin Ethridge, James
Development of Procedures for Assessing the Impact of Vocational Education Research and Development on Vocational Education (Project IMPACT). Volume 4-A Case Study of Illinois Projects in Horticulture.

Illinois Univ., Urbana.
Spons Agency—Illinois State Office of Education, Springfield, Div. of Adult Vocational and Technical Education.

Pub Date—Aug 80
Contract—R-31-20-X-0141-166
Note—55p.; For related documents see ED 203 119 and CE 029 818-826.

Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Case Studies, *Educational Assessment, Educational Change, Educational Finance, *Educational Research, Evaluation Methods, *Horticulture, Outcomes of Education, Postsecondary Education, *Program Effectiveness, Program Evaluation, *Research Utilization, Secondary Education, *Vocational Education, Workshops

Identifiers—Education Amendments 1976, Illinois, *Impact, Project IMPACT

As part of Project IMPACT's efforts to identify and develop procedures for complying with the impact requirements of Public Law 94-482, a case study was made of Illinois Projects in Horticulture. Fourteen horticulture projects in high schools and junior colleges were discovered through a previous study, personal interviews with two University of Illinois professors, and information from the State Vocational Education office. Information on the projects was obtained from project directors, a state consultant, and participating teachers. A sample of 18 schools and a junior college were visited to assess the impact of these projects on the horticulture instructors and on the horticulture programs. Although fewer than half of the teachers sampled had attended the workshops described in the 14 projects, it was found that the materials produced in the projects were circulated widely beyond workshop attendees. It was also found that the Vocational Agriculture Service's "AIDS" publication was disseminated to nearly all the teachers in the state, and that there was a need for periodic ornamental horticulture workshops since there was frequent teacher turnover in this field. Project IMPACT discovered that in quantitative terms, the greatest documented impact of the horticulture funding in the state has been the increase in the number of programs claiming reimbursements for vocational horticulture—from just one program in 1967 to 133 in 1977—at a cost of less than \$200,000. But the impact these programs have had on the knowledge, skills, attitudes, or employability of horticulture students remains an unanswered question. (KC)

ED 206 814 CE 029 822

Cheney-Stern, Marilyn R. Phelps, L. Allen
Development of Procedures for Assessing the Impact of Vocational Education Research and Development on Vocational Education (Project IMPACT). Volume 5-A Case Study of Illinois Career Education Projects at the Awareness Level.

Illinois Univ., Urbana.
Spons Agency—Illinois State Office of Education, Springfield, Div. of Adult Vocational and Technical Education.

Pub Date—Aug 80
Contract—R-31-20-X-0141-166
Note—61p.; For related documents see ED 203 119 and CE 029 818-826.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Career Awareness, *Career Education, Career Exploration, Case Studies, *Correctional Education, *Educational Assessment, Educational Change, Educational Research, Elementary Education, Evaluation Methods, Instructional Materials, Outcomes of Education, Postsecondary Education, *Program Effectiveness, Program Evaluation, Research Utilization, Self Evaluation (Individuals), Teacher Attitudes, *Vocational Education

Identifiers—Education Amendments 1976, Illinois, *Impact, Project IMPACT

As part of Project IMPACT's efforts to identify and develop procedures for complying with the impact requirements of Public Law 94-482, a case study was made of Illinois Career Education Projects at the awareness level. First, the Career Development for Children Project (CDCP), which produced career awareness curriculum materials for elementary and junior high school students in 1970-72, was assessed through interviews with elementary school teachers and administrators in eight schools in five districts in Illinois. There was no evidence that the teachers and administrators contacted were aware of the project or its materials or that CDCP had had any impact on the school districts studied. However, Project IMPACT learned through this study that it was impossible to generalize about the huge elementary school population from such a small sample, and became aware of the need to monitor changes of the groups intended for impact. (The most significant group impact by the CDCP was not its intended audience but the U.S. Office of Education.) Second, the Career Orientation and Assessment Program, a prevocational course to expose new prisoners in Illinois correctional facilities to career possibilities, to assess their interests and skills, and to provide specific information about career choices, was assessed through pre- and posttests. Findings indicated increases in accuracy of self-concept in terms of prisoners' vocational abilities and vocational needs. Project IMPACT found that the impact of the program on prisoners' later employability is not known; and that impact of career education programs for prisoners might be facilitated if program content were based more on students' inventoried vocational needs and less on their expressed vocational interests. (KC)

ED 206 815 CE 029 823

Leach, James A. Chiti, Robert A.
Development of Procedures for Assessing the Impact of Vocational Education Research and Development on Vocational Education (Project IMPACT). Volume 6-Assessing the Impact of the Occupational Survival Skills Project.

Illinois Univ., Urbana.
Spons Agency—Illinois State Office of Education, Springfield, Div. of Adult Vocational and Technical Education.

Pub Date—Aug 80
Contract—R-31-20-X-0141-166
Note—40p.; For related documents see ED 203 119 and CE 029 818-826.

Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Case Studies, Educational Assessment, Educational Change, Educational Research, Evaluation Methods, Human Relations, Instructional Materials, *Interpersonal Competence, *Job Skills, *Learning Modules, Minimum Competencies, Outcomes of Education, Postsecondary Education, *Program Effectiveness, Program Evaluation, Research Utilization, Secondary Education, *Vocational Education

Identifiers—Education Amendments 1976, Illinois, *Impact, *Occupational Survival Skills Project, Project IMPACT

As part of Project IMPACT's efforts to identify and develop procedures for complying with the impact requirements of Public Law 94-482, a case study was made of the Illinois Occupational Survival Skills Project. The purpose of the Occupational Survival Skills Project was to develop curriculum materials to help prepare high school students to understand the basic knowledge, competencies, and behaviors necessary to maintain an occupation. Occupational survival skills relate primarily to the human aspects of working in organizations. A package of 12 learning modules to teach these skills was developed after a survey that identified basic skills, determined which skills were most important, and devised teaching strategies which would be most likely to be used to teach these skills.

The package of learning modules developed in the project discusses the following topics: working in organizations; motivation for work; understanding self; interpersonal relations; effective communication; using creativity on the job; problem solving; authority and responsibility; leadership; coping with conflict; coping with change; and adapting and planning for the future. The Occupational Survival Skills package was selected by the National Center for Research in Vocational Education for nationwide distribution. Thus, Project IMPACT found that the project had wide distribution and use throughout the country; and the project elicited very favorable comments from teachers using the packages and from teacher educators. (KC)

ED 206 816

CE 029 824

Braun, Kurt And Others

Development of Procedures for Assessing the Impact of Vocational Education Research and Development on Vocational Education (Project IMPACT). Volume 7—Case Studies of Two Illinois School Districts with Innovative Vocational Education Programs.

Illinois Univ., Urbana.

Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Pub Date—Aug 80

Contract—R-31-20-X-0141-166

Note—125p.; For related documents see ED 203 119 and CE 029 818-826.

Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Administrator Attitudes, Case Studies, *Community Attitudes, *Educational Assessment, Educational Innovation, Educational Needs, Educational Research, Evaluation Methods, Family Environment, Home Furnishings, Industrial Education, Outcomes of Education, *Program Effectiveness, Program Evaluation, *Program Improvement, Research Utilization, *School Community Relationship, Secondary Education, Special Education, Teacher Attitudes, *Vocational Education

Identifiers—Education Amendments 1976, Illinois, *Impact, Project IMPACT, Small School Districts

As part of Project IMPACT's efforts to identify and develop procedures for complying with the impact requirements of Public Law 94-482, a case study was made of two Illinois communities and the vocational education programs in those communities. The study examined the relationship between the "good" vocational education programs in Elwood and Walker, Illinois, and a global view of life in the communities where they are situated. The study of Elwood showed that the success of its high school vocational program derived in part from the dynamic efforts of the high school principal/vocational educator, and in part from the homogeneous values and no-nonsense approach of the town's citizens, among other factors. The town of Walker runs three exemplary vocational education programs—Experience Based Career Education (EBCE), programs for special needs learners, and a home planning and design course. Project IMPACT observed that the commitment of both the town and the vocational educators of Walker to continuously and rigorously monitor, improve, and expand vocational education offerings has been a major ingredient in the overall positive image and impact of its vocational education programs. For Project IMPACT, the case studies pointed to the need for further case studies of local vocational education programs, with resources for the investigator to live in the community and observe students and teachers as they interact. Other useful case study approaches would be multiple cases of students as they take individual courses and of classroom teachers and vocational educators who have built exemplary programs. (KC)

ED 206 817

CE 029 825

Malhorta, Man Mohanlal

Development of Procedures for Assessing the Impact of Vocational Education Research and Development on Vocational Education (Project IMPACT). Volume 8—A Field Study of Predicting Impact of Research and Development Projects in Vocational and Technical Education.

Illinois Univ., Urbana.

Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Pub Date—Aug 80

Contract—R-31-20-X-0141-166

Note—98p.; Masters Thesis, University of Illinois—Urbana. For related documents see ED 203 119 and CE 029 818-826.

Pub Type—Dissertations/Theses - Masters Theses (042) — Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Educational Assessment, Educational Change, Educational Finance, Educational Research, *Evaluation Methods, Field Studies, Grantsmanship, Literature Reviews, Outcomes of Education, Postsecondary Education, *Predictive Measurement, *Predictive Validity, Predictor Variables, Program Effectiveness, *Program Evaluation, Program Proposals, Program Validation, Proposal Writing, Research Proposals, Research Utilization, Secondary Education, *Vocational Education

Identifiers—Education Amendments 1976, Illinois, *Impact, Project IMPACT

As part of Project IMPACT's effort to identify and develop procedures for complying with the impact requirements of Public Law 94-482, a field study was conducted to identify and validate variables and their order of importance in predicting and evaluating impact of research and development (R&D) projects in vocational and technical education. Another purpose of the study was to suggest an "Impact Rating Scale" for predicting impact of such projects. Impact variables for research, development, or R&D projects were identified by reviewing literature on the evaluation and impact of education projects and scientific innovations. Two major sets of variables (processes and effects) were identified for each category of projects. On the basis of this, predictive and evaluative impact variables were determined, and variables were ordered to propose an Impact Rating Scale. The five highest rated predictive impact variables were found to be quality of project product and use; quality of planning; quality of staff; market demand; and effects of project on teaching-learning procedures. The five highest rated evaluative impact variables were quality of product and use; effects of project on teaching-learning procedures; market demand for project product; effects of project on improvement of teacher quality; and effects of project on meeting vocational needs of special groups. Implications for further research include feasibility of fixing criteria for rating project proposals for making funding decisions. (KC)

ED 206 818

CE 029 826

Cheney-Stern, Marilyn R. Phelps, L. Allen

Development of Procedures for Assessing the Impact of Vocational Education Research and Development on Vocational Education (Project IMPACT). Volume 9—Executive Summary.

Illinois Univ., Urbana.

Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Pub Date—Aug 80

Contract—R-31-20-X-0141-166

Note—47p.; For related documents see ED 203 119 and CE 029 818-825.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Case Studies, *Educational Assessment, Educational Change, *Educational Research, *Evaluation Methods, Guidelines, Literature Reviews, Outcomes of Education, Postsecondary Education, *Program Effectiveness, Program Evaluation, *Research Methodology, Research Utilization, Secondary Education, *Vocational Education

Identifiers—Illinois, *Impact, Project IMPACT

In order to identify and develop procedures for complying with the impact requirements of Public Law 94-482, Project IMPACT studied five problems: (1) how to define impact, (2) how to assess impact, (3) how to show cause and effect relationships between research and development (R&D) activities and changes in the vocational education teaching-learning situation, (4) how to predict the probability of impact, and (5) how to facilitate the impact of R&D activities. The methods used in these studies were to review and discuss views of experts and literature related to the problems and to analyze the process of impact in selected cases of R&D activities and exemplary programs in vocational education in Illinois. This volume provides an overview of Project IMPACT as well as brief synopses of each of the case studies conducted within the two-year project. A summary of the review of literature and the views of experts regarding impact

is presented. The final section of the Executive Summary presents a series of generalizations and guidelines for assessing the impact of research and development activities in vocational education. (KC)

ED 206 819

CE 029 839

Grasser, Nancy Halderson, Cynthia

Guide to Proposal Writing and Project Management in Vocational Education. Book 1: Planning a Proposal.

Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

Pub Date—[81]

Note—69p.; For a related document see CE 029 840.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Financial Support, *Fund Raising, Planning, Postsecondary Education, Program Administration, *Program Implementation, *Program Proposals, *Proposal Writing, Secondary Education, Technical Writing, *Vocational Education

Identifiers—*Project Management

This book is the first of two comprising the Guide to Proposal Writing and Project Management in Vocational Education that outlines processes involved in the writing and fundings of proposals. The second book is available separately (see note). Two of the four parts into which the guide is divided are found in each of the books. Part I, Planning a Proposal, is an overview which proceeds through each step in the development of a proposal and the implementation procedures of an awarded project. The section, Proposal Components, defines components and gives examples. The components are problem statement, review of literature, objectives, methodology, and budget. The section, Project Management, highlights implementation procedures so that a potential proposal writer/project director will be aware of steps involved in carrying out an awarded project. They are copyright clearance, project monitoring and evaluation, project amendment, final report, and product description. Part II, Preliminary Proposal, explains how to submit a preliminary proposal to the Division of Vocational Education. It also explains how to learn what funding opportunities are available and shows a sample preliminary proposal form. (YLB)

ED 206 820

CE 029 840

Grasser, Nancy Halderson, Cynthia

Guide to Proposal Writing and Project Management in Vocational Education. Book 2: Project Management.

Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

Pub Date—[81]

Note—62p.; For a related document see CE 029 839.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Postsecondary Education, Program Administration, *Program Implementation, *Program Proposals, *Proposal Writing, *Reports, Secondary Education, *Technical Writing, *Vocational Education

Identifiers—*Project Management

This book is the second of two comprising the Guide to Proposal Writing and Project Management in Vocational Education that outlines processes involved in the writing and funding of proposals. The first book is available separately (see note). Two of the four parts into which the guide is divided are found in each of the books. Part III, Final Proposal, explains how to write the final proposal that has been invited by the Division of Vocational Education. It shows how to fill out the budget pages and how to assemble the narrative components of the proposal that detail the problem to be investigated and the procedures to be used into a document to be submitted to the Division. Part IV, Project Management and Reporting, describes in detail responsibilities that the project director or manager will have. These procedures for managing a project are explained: obtaining and documenting copyright clearance, filing project amendment requests, and preparing and submitting final reports and products. Sample forms and examples are appended. (YLB)

ED 206 821 CE 029 842

Catalog of Innovations Development. Innovative Programs in Vocational Education, 1981. Final Report, July 1, 1980-June 30, 1981. Florida State Univ., Tallahassee.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

Pub Date—Jun 81

Note—45p.

Pub Type—Reference Materials - Directories/Catalogs (132) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Abstracts, Administrator Education, Agricultural Production, Allied Health Occupations Education, Animal Caretakers, Auto Mechanics, Business Education, Career Exploration, *Demonstration Programs, Disabilities, Disadvantaged, *Educational Innovation, Electronics, Employment Potential, English (Second Language), Graphic Arts, Job Skills, Leadership Training, Minicomputers, Nursing Education, Postsecondary Education, Program Descriptions, Remedial Instruction, Secondary Education, Vocational Directors, *Vocational Education

Identifiers—*Florida, Motorcycles, Open Entry Open Exit, Small Business Management

This catalog identifies and describes 21 exemplary and innovative vocational education projects, courses, and programs in local districts, community colleges, and universities in Florida. Nineteen are classified as innovative; two are exemplary. Each program description contains this information: state course number and title, school district, name of school, teacher(s) and/or administrator(s) responsible for innovation, description of innovation, vocational education consultant or academic dean, and abstract. These programs are included: Auto Mechanics Technology, Automotive Mechanics Technology, Basic Employability Skills Training Program, Biological Parks Technology, Business Applications of Mini Computers, Career Exploration Program, Electronics Technology, Electronics Technology-Industrial Option, English as a Second Language, Florida Preservice/Inservice Leadership Training Program for Administrators of Vocational Education Programs, Focus on Career Understanding and Skills, Graphic Arts, Individualized Manpower Training Systems-Health, Livestock Production, Motorcycle Mechanics, Multiple Entry-Multiple Exit Nursing Program, Small Business Management, STIP III-Specialized Training Institute for Progress, Transitional Nursing Program (ADN), Vocational Education for the Handicapped, and Vocational Remediation and Maintenance Instruction: Self-Paced Open Entry Open Exit. (YLB)

ED 206 822 CE 029 844

Gildan, Kate Buckner, Leroy. Systematic Model for Validating Equipment Uses in Selected Marketing and Distribution Education Programs. Final Report, February 1, 1980-June 30, 1981.

Florida Atlantic Univ., Boca Raton. Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational, Technical and Adult Education.

Pub Date—Jun 81

Note—48p; Appendix E will not reproduce well due to small print.

Pub Type—Reference Materials - Bibliographies (131) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Annotated Bibliographies, Competency Based Education, *Distributive Education, *Educational Facilities, Educational Research, *Equipment Utilization, *Facility Requirements, Fashion Industry, Food Service, Food Stores, Job Skills, Marketing, *Models, Needs Assessment, Postsecondary Education, *Retailing, Sales Occupations, Sales Workers, Secondary Education, Skill Development, Two Year Colleges

Identifiers—Florists

Research was conducted to provide a model for selecting equipment for marketing and distributive education programs that was required for the development of the skills or competencies needed to perform in marketing and distribution occupation. A research of the literature identified both competency statements for three program areas—Fashion Marketing, Retail Floristry, and Food Distribution—and samples of equipment model development. (A 19-page annotated bibliography provides procedures, findings, and forms from five reports and studies.) Procedures and methodology used in the study were based on the components of the equip-

ment model developed. Validated competency statements and task lists from the Interstate Distributive Education Curriculum Consortium materials and V-Tech catalogs were matched to equipment lists determined from input from industry and education. Business establishments and educational institutions (high schools, community colleges, and technical centers) were randomly selected for interviews and as respondents to a survey questionnaire. Equipment lists generated were organized into an order of priority based on respondents' perceived need for and usage of the item. (The survey instruments are appended.) (YLB)

ED 206 823 CE 029 854

West, Malcolm R.

An Evaluation of Computerized Instruction for Institutionalized Adult Students, Addicts and Alcoholics.

Eagleview Hospital and Rehabilitation Center, Pa. Spons Agency—Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg. Pub Date—14 Sep 81

Note—15p.

Pub Type—Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Basic Education, *Alcoholism, *Computer Assisted Instruction, *Drug Abuse, Minicomputers, Outcomes of Education, *Program Effectiveness, Program Implementation, *Rehabilitation Programs

Identifiers—*Eagleview Hospital and Training Center PA

A program of computer-assisted instruction (CAI), using the Radio Shack TRS-80, was tried at Eagleview (Pennsylvania) Hospital and Training Center for adult alcoholics and drug abusers. Most of the students using the program had extremely low reading levels and little success with schools; a majority had been in trouble with the law. It was hoped that CAI would engage the students in meaningful learning, free teachers for more individualized help for students, and set up an atmosphere of success in education for the students. A process evaluation of the program showed that some of these objectives had been met; however, there were problems in some areas. In general, most of the students reported that they enjoyed the use of the computers, and that they were learning from the experience. Teachers said about half the students appeared to be benefiting. Although it could not be documented, it appeared likely that the success students had experienced in their limited exposure to the CAI could carry over in future training endeavors. Problems encountered in implementing the program included software that was inappropriate for age level of the students, or had too many programming errors; equipment malfunctions and inadequacy of the cassette player/recorder selected; and security problems that caused the computers to be installed in three different locations and increased the teachers' work load. As a result of the process evaluation, it was concluded that the minicomputers provide a very useful adjunct to the educational program at Eagleview, but that they are not being used to their full potential. Recommendations were made for hardware and software changes, a better environment, and staffing possibilities. (KC)

ED 206 824 CE 029 856

Schaefer, Daniel E. And Others.

Health Manpower Assessment Within the Framework of Area Health Education Center Evaluation.

Eastern Virginia Medical Authority.

Pub Date—81

Note—45p; Paper presented at the American Educational Research Association Annual Meeting (Los Angeles, CA, April 13, 1981).

Pub Type—Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Educational Supply, *Evaluation Methods, *Graduate Medical Education, Graduate Medical Students, Higher Education, *Labor Needs, *Labor Supply, Medical Care Evaluation, Medical Education, Medical Services, *Models, Needs, Personnel Needs, *Physicians, Program Evaluation, Research Methodology

Identifiers—*Eastern Virginia Area Health Education Center

The Eastern Virginia Area Health Education Center (AHEC) Program provides the organization and funding for implementing substantial linkages among the Eastern Virginia Medical School, af-

iliated institutions, and health-care professions; and establishing a center in the adjacent geographic services areas. The Bureau of Health Manpower contract mandates the evaluation of the program and each center to improve the supply, distribution, quality, use, and efficiency of health personnel in the health service delivery system in the AHEC area. To meet this requirement, an evaluation has been developed and categorized according to four program components: health practitioner distributions, student recruitment/retention, learning resources, and educational programs. This paper addresses the physician population/distribution component only. Its major purpose is to critique the methodologies currently in use to project physician requirements so as to identify a defensible model to be implemented by the Eastern Virginia AHEC program. The first section of the paper describes two major models for estimating physician requirements: need-based and demand-based. Included are examples of techniques from each: two need-based models, Graduate Medical Education National Advisory Committee (GMENAC) and Health Needs; and two demand-based models, Health Manpower/Population Ratio and Economic (Effective) Demand. The next section discusses the rationale for selection of techniques to be implemented by the Eastern Virginia AHEC program. The final section describes the connection between physician estimates and the planning objectives of the AHEC program. (KC)

ED 206 825 CE 029 858

Simpson, Elizabeth J.

What People Will Need to Know in the 80s and Beyond to Be Intelligent Consumers and Effective Homemakers (Content for Consumer and Homemaking Education).

Wisconsin Univ., Madison. School of Family Resources and Consumer Sciences.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Feb 81

Contract—NIE-P-80-044

Note—233p; For a related document see CE 029 788.

Pub Type—Information Analyses (070) - Opinion Papers (120)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Adult Education, Child Development, Child Rearing, Clothing Instruction, *Consumer Education, Course Content, Educational Assessment, *Educational Needs, Educational Planning, *Educational Trends, Family Life, Family Life Education, Foods Instruction, *Futures (of Society), *Home Economics Education, Home Economics Skills, Home Furnishings, Homemakers, Homemaking Skills, Home Management, Housing, Literature Reviews, Needs Assessment, Nutrition Instruction, Postsecondary Education, Secondary Education, Social Change, *Sociocultural Patterns, State of the Art Reviews, Technological Advancement, Textiles Instruction

Identifiers—Consumer Skills

This report examines matters about which people will need to be knowledgeable in the 1980s to be intelligent consumers and effective homemakers. Its assumptions are based on an examination of work in the field of home economics and related areas of future issues relative to families, publications dealing with social trends and technological developments, and selected recent studies related to the substantive areas of home economics. It contains discussions of the following seven substantive areas of consumer and homemaking education: family life, child care and development, consumer education, home management, nutrition and food, textiles and clothing, and housing and home furnishings. Covered in each of these discussions are newer knowledge in the field (research and theory); relevant social changes, including changes in family life; related technological developments; and predictions for the future related to given course content areas. A section on the social and educational context of consumer and homemaking education includes considerations in areas not covered elsewhere in the paper and attempts to bring together relevant information concerned with social conditions, projections, needs, and the educational program setting. (MN)

ED 206 826 CE 029 868
Guidelines for Industrial Education Programs in Elementary and Secondary Schools, Regional Occupational Centers, and Regional Occupational Programs. Revised.

Los Angeles Unified School District, Calif. Div. of Career and Continuing Education.

Pub Date—81

Note—26p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrator Guides, Career Education, *Career Exploration, Curriculum, Educational Equipment, Educational Facilities, Educational Finance, *Educational Policy, Elementary Secondary Education, *Guidelines, *Industrial Education, *Program Development, *School Policy, Teacher Supervision, Trade and Industrial Education, Vocational, Vocational Education, Vocational Training Centers

Identifiers—*Los Angeles Unified School District CA

These guidelines are provided to assist principals, department chairpersons, and teachers in industrial education to interpret policy and to formulate local school programs in the Los Angeles (California) Unified School District. Guidelines are organized by topics for which these persons often request information or interpretations. Though the guidelines are not official school district policy, they are what the central office staff believe to be best for developing a strong instructional program for the students enrolled in industrial education courses. Guidelines cover all levels of industrial education—elementary, secondary, regional occupational centers, and regional occupational programs. Topics covered in the seven sections of the booklet include rationale for industrial arts; terminology; programs; scheduling of teachers and students; curriculum and instruction; budgets, facilities, and equipment; and supervision, including organization of the central office staff and teacher selection and leave policy. (KC)

ED 206 827 CE 029 870

Nelson, JoAnn Neville

The Experience of Parenthood, Family Phase and Adult Development: An Exploration of Parents' Perceptions.

Pub Date—June 81

Note—12p. Paper based on a research report presented at the Annual Meeting of the American Home Economics Association (Atlantic City, NJ, June 22, 1981).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Individual Development, Parent Aspiration, *Parent Attitudes, Parent Child Relationship, Parent Conferences, Parent Education, Parent Influence, Parent Role, *Parents, Postsecondary Education, *Self Actualization, *Self Concept, Self Esteem, *Self Evaluation (Individuals), Values Clarification

Parents experience parenthood as a state of personal growth, and share common concerns about their children and the parenting experience, according to a study of 30 middle class couples in a midwestern university community. Some of the common themes noted in group conversations about the subjective experience of parenthood include the recognition of the individuality of children; the valuing of interpersonal relationships; parents' feelings of having invested something of themselves in their children; concern for personal and social values; increased self-awareness; feelings of love and tenderness; insight; empathy; the growth of patience and tolerance; increased value of the use of reason; and worry about the power of outside forces. Some differences were found in the importance parents placed on certain of these themes according to the age of their children and the age and sex of parents. Parents of younger children stressed "positive affect and trust," qualities of experience that parents apparently discover in the early childhood years. These parents also expressed significantly more self-concerns, including anxieties about time and privacy, self-control, and energy and endurance. On the other hand, parents of young adult children expressed more ideas of empathy, or questioning of the self, and respect for the child's autonomy, as well as concern for the power of outside forces. The study suggests that parenthood is a dynamic process marked by periods of stress mingled with changing satisfactions and frustrations which parents believe contribute to their personal growth. Implications drawn from the study suggest that parent education

serves to reinforce parents' self-competence and sense of self-esteem. (KC)

ED 206 828 CE 029 884

Davies, Margaret H.

Adult Education Community Project and Planned Parenthood. A Study of an Inter-Agency Project in Honduras, Central America.

International Planned Parenthood Federation, New York, N.Y.

Pub Date—81

Note—119p.

Pub Type—Guides - Non-Classroom (055)—Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Adult Basic Education, Adult Programs, *Agency Cooperation, *Community Development, Developing Nations, *Family Planning, Instructional Materials, Integrated Activities, *Literacy Education, Material Development, *Nonformal Education, Program Development, Program Evaluation, Program Implementation, Rural Development

Identifiers—Honduras, Numeracy Education

This booklet for field workers and project developers describes two consecutive IPREFA projects in Honduras that integrated a responsible parenthood element into a functional education program and integrated several agencies into project planning and implementation. Preliminary information provides a basis for this nonformal education program and some background. Discussion of IPREFA Stage 1 first considers site (Las Guanchias) and planning. The section on project implementation details the work schedule and cites corresponding points for consideration that comprise an objective list of potential problems and suggests alternative actions. Conclusions and principal lessons learned are summarized. The discussion of IPREFA 2 begins by overviewing the planning for this adult education program for rural development that combines elements of literacy teaching, health education, and family planning. Other sections describe implementation, midterm evaluation, and activities (individual work by staff, development of literacy teaching materials). A concluding section raises issues regarding projects of this type, especially concerning the integration of agencies in a single program effort. Appendixes include a discussion of various nonformal education approaches with glossary of terms in adult education and community development, description of strategies for project planning, sample pages of project-developed literacy and numeracy primers, brief bibliography, details of financing, and survey instruments. (YLB)

ED 206 829 CE 029 885

Thomas, Gail E.

Choosing a College Major in the Hard and Technical Sciences and the Professions: A Causal Explanation.

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Report No.—CSOS-R-313

Pub Date—Jul 81

Grant—NIE-G-80-0113

Note—40p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Career Choice, Career Education, *College Bound Students, *Females, High Schools, *Majors (Students), Males, Minority Groups, Nontraditional Occupations, Occupational Aspiration, *Professional Occupations, *Science Careers, Socialization, Specialization

Identifiers—National Longitudinal Study High School Class 1972

A causal framework was used to explore factors that influence the enrollment of four-year college students in the hard and technical sciences (math, science, engineering) and the professions (pre-law, medicine, dentistry). The factors studied were family status, standardized test performance, high school rank, educational expectations, high school math and science preparation, college characteristics, and college grades. The National Longitudinal Survey of the High School Class of 1972 was the data base used in a path analytic approach to evaluate determinants of college major field choice. Findings showed that sex and high school major field intentions were the two most important determinants. Being female exerted a large direct negative effect on majoring in hard and technical sciences and the professions. The intention to major in these

fields at the high school level was positively related to actually pursuing a college major in these fields. Findings from past studies regarding the importance of standardized test performance and high school math and science preparation were not strongly supported by the present data. (Five data tables are included.) (YLB)

ED 206 830 CE 029 908

Hunter, Charles F.

Reading for Main Ideas and Details in Electronics. San Jose City Coll., Calif.

Spons Agency—San Jose Community Coll. District, Calif.

Pub Date—[81]

Note—59p.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Behavioral Objectives, *Content Area Reading, *Electronics, Instructional Materials, Learning Activities, *Reading Comprehension, *Reading Improvement, *Reading Skills, Secondary Education, *Vocational Education

Designed to improve the reading skills of electronic students, these instructional materials include a series of reading passages taken from material actually used in an electronics course and a set of exercises dealing with reading for both main ideas and details. The exercises presented employ a variety of formats including identifying main ideas of paragraphs, answering technical questions based on reading passages, analyzing the structure of individual paragraphs, paraphrasing technical material, answering multiple choice and fill-in-the-blank-type questions on passage content, assessing the relative importance of facts presented in a given technical passage, and differentiating between general and detailed information. (MN)

ED 206 831 CE 029 909

Ohanesson, Gregory S.

Updating and Upgrading Occupational Instructors: A Process Handbook.

San Jose Community Coll. District, Calif.

Spons Agency—California Community Colleges, Sacramento. Office of the Chancellor; Office of Education (DHEW), Washington, D.C.

Pub Date—Jul 81

Contract—43-69658-3-0-553

Note—47p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Faculty, *Faculty Development, Inservice Teacher Education, Models, *Observation, Secondary School Teachers, *Summer Programs, *Teacher Improvement, Technological Advancement, Vocational Education, *Vocational Education Teachers, *Work Experience

This handbook describes a process and provides material for supporting instructor update/upgrade activities in any occupational field at both secondary and college levels. Examples and outlines tend to have a trade-technical orientation because a vocational education project developed the model. Section 1 overviews the update/upgrade activity and four key components in the six-week work/observation package: four weeks of full-time work/observation in industry setting, two weeks of full-time curriculum development/modification or materials development, supplemental salary for instructor, and funds for development of materials. Sections 2-6 focus on five phases in the process: (1) identify rapidly changing technology, (2) arrange for instructor participation, (3) obtain commitment from companies for work/observation sites, (4) work/observation experience, and (5) curriculum development. Each section contains a general discussion followed by samples, checklists, forms, and activities. These include checklist for selecting staff for upgrading, sample school board policy on credit for non-academic experience, agreement between project and participating instructor, list of educator input and company benefits, site evaluation, instructor/company upgrade work agreement, activities for educators in worksite assignments, instructor task and skill assessment, and suggested activities for curriculum modification/development. Section 7 suggests two references on updating and upgrading. (YLB)

ED 206 832 CE 029 910

Kingdon, Margaret A. Sedlacek, William E.
Differences Between Women Who Choose Traditional and Non-Traditional Careers.
Maryland Univ., College Park. Counseling Center.
Report No.—UM-CC-RR-1-81
Pub Date—[81]
Note—10p.

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, *Career Choice, *College Freshmen, Comparative Analysis, Demography, *Females, Interests, Mathematics, *Nontraditional Occupations, Occupational Aspiration, Parent Role, Role Models, *Student Attitudes, Student Characteristics, Student Educational Objectives, Student Interests, Study Skills, Surveys

Identifiers—University of Maryland

A study examined the differences between women who choose traditional and nontraditional career options. A 78-item inventory, which solicited information concerning vocational goals, demography, study skills, attitudes, and activities, was administered to 530 incoming female freshmen at the University of Maryland in College Park, Maryland. Of those surveyed, 42 percent had a nontraditional career goal, 14 percent chose a traditional career, and 27 percent had a neutral career goal. Data indicated that the nontraditional group had higher grades, better study habits, and more interest in graduate school and investigative occupations, while those in the traditional group were more interested in social occupations and felt that a college degree was the only way to enter their chosen careers. Survey results supported the hypothesis that both encouragement to explore nontraditional career choices and exposure to role models in nontraditional fields are important factors in influencing women to make nontraditional career choices. Not supported were the hypotheses (1) that having a mother work outside the home was an important influence in making nontraditional choices; and (2) that women making nontraditional choices would more likely perceive the attitudes of significant others as being more favorable toward their nontraditional choices. (MN)

ED 206 833 CE 029 911

Educational and Vocational Guidance in Denmark.
Education in Denmark.
Ministry of Education, Copenhagen (Denmark);
Ministry of Labor, Copenhagen (Denmark).
Pub Date—81
Note—41p.

Pub Type—Information Analyses (070) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Agricultural Education, *Career Counseling, Coordination, Correctional Institutions, Correctional Rehabilitation, *Counseling Services, Counselor Role, Counselor Training, Educational History, Educational Needs, Educational Policy, *Educational Practices, Educational Trends, Higher Education, Military Personnel, Needs Assessment, Postsecondary Education, Program Administration, Program Descriptions, *Program Effectiveness, Public Education, Recruitment, *School Counseling, Secondary Education, State of the Art Reviews, Unions

Identifiers—*Denmark

This report sketches educational and vocational guidance in Denmark. It begins with a historical account of developments in the areas of career and school counseling. Outlined next are guidance programs at the following levels: folkeskole, gymnasium and studentkursus (upper secondary education), higher preparatory examination, vocational school, and further and higher education. The public guidance service and municipal contact and information schemes are discussed. Counseling services are examined, including those services affected by the administration of social welfare, the department of prisons and probation, national and civil defense (conscripts and conscientious objectors), the Danish armed forces (personnel employed on a contractual basis), agricultural organizations, and unions. Guidance counselor recruitment and training is described. Also covered are central coordination of counseling programs, regional coordination of services, and cooperation between central and local guidance authorities. (MN)

ED 206 834 CE 029 912

Albright, Leonard Preskill, Hallie

An Assessment of Mainstream and Special Vocational Educator Involvement in the IEP Process and Related Inservice Needs.

Vermont Univ., Burlington. Dept. of Special Education, Social Work and Social Services; Vermont Univ., Burlington. Dept. of Vocational Education and Technology.

Spons Agency—Vermont State Dept. of Education, Montpelier. Div. of Vocational-Technical Education.

Pub Date—Aug 81

Note—78p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Disabilities, *Educational Needs, *Individualized Education Programs, *Inservice Teacher Education, Interviews, Mainstreaming, Mild Mental Retardation, *Needs Assessment, Questionnaires, Regional Schools, Secondary Education, Special Education, Special Programs, Surveys, *Teacher Participation, Vocational Education, *Vocational Education Teachers, Vocational Schools

Identifiers—*Diversified Occupations, Vermont

A study examined special and mainstream vocational teacher involvement in design, delivery, and review of Individualized Education Programs (IEPs) for handicapped youth in Vermont. It also assessed inservice and program needs of mainstream vocational educators and Diversified Occupations (DO) lab instructors. Information was collected from 214 mainstream and special vocational education instructors, cooperative education coordinators, and vocational directors in Vermont area vocational centers through on-site interviews and mailed questionnaires. It was found that over one-half of the mainstream vocational education teachers were involved in IEP development. The involvement was essentially through communication with special education personnel; the patterns of communication between vocational and special education personnel were also found during the implementation and review/evaluation phases of the IEP process. Teachers without IEP students seemed to need more awareness-level training, while teachers with IEP students needed more skills-oriented training. DO lab instructors reported direct involvement in all phases of the IEP process. Their inservice needs focused on vocational curriculum and skill development activities and materials. (Appendixes, amounting to approximately one-half of the report, include on-site interview guides, survey instruments, and correspondence.) (YLB)

ED 206 835 CE 029 914

Identifying and Compiling Information about (Minority) Community Based Organizations' Efforts to Serve In-School Youth. Final Notes.

InterAmerica Research Associates, Rosslyn, Va.
Spons Agency—Office of Career Education (ED), Washington, D.C.

Pub Date—4 Sep 81

Contract—300-80-0785

Note—208p.; For related documents see ED 197 099-100.

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—American Indians, Asian Americans, Blacks, *Career Education, *Community Organizations, Conferences, *Delivery Systems, Hispanic Americans, *Minority Groups, *School Community Relationship, Secondary Education, *Secondary School Students

Identifiers—Pacific Americans

These final notes represent the consensus, opinions, and recommendations made by representatives of minority community-based organizations who attend a series of 12 mini-conferences sponsored by the United States Department of Education, Division of Career Education. (The purpose of these mini-conferences was to seek input in the form of advice, suggestions, and new conceptual thoughts regarding ways in which more effective career education could be delivered to minority youth through collaborative arrangements involving the community organizations and the formal education system.) It contains data recorded at each mini-conference as well as participant recommendations that were later corrected by the participants. Notes are presented from these mini-conferences: three for Hispanic organizations, three for black organizations, two for Asian/Pacific American organizations, two for Native American organizations,

and one for Hispanic and Native American organizations. Material provided from each mini-conference includes a list of participants, listing of all issues raised by participants, and discussion of those issues actually considered. (YLB)

ED 206 836 CE 029 917

Randall, Shirley

Kitchen Safety. Technical Assistance and Dissemination System: Illinois Special Needs Populations

Illinois State Univ., Normal.

Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Pub Date—[78]

Note—19p.; For related documents see CE 029 918-919 and CE 029 921.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavioral Objectives, *Cooking Instruction, *Fire Protection, High Schools, Learning Activities, Learning Modules, Lesson Plans, Pretests Posttests, Safety, *Safety Education, Vocational Education

Identifiers—Special Needs Students

This learning activity packet on kitchen safety is one of three (see note) intended for special needs (handicapped and disadvantaged) learners. Its objective is for the student to learn 24 safety rules for working in a kitchen. Contents include a source guide that provides the behavioral objective and lesson plan, pre-test, supplementary lesson information, four worksheets, and self-test. (Sources for audiovisual aids referred to in the lesson plan are not provided.) (YLB)

ED 206 837 CE 029 918

Cheesman, Janice

Learning Activity Packet: Preparing a Budget.

Technical Assistance and Dissemination System:

Illinois Special Needs Populations.

Illinois State Univ., Normal.

Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Pub Date—[78]

Note—14p.; For related documents see CE 029 917-919 and CE 029 921.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavioral Objectives, *Budgeting, Expenditures, High Schools, Learning Activities, Learning Modules, Lesson Plans, *Money Management, Pretests Posttests, Vocational Education

Identifiers—Special Needs Students

This learning activity packet on preparing a budget is one of three (see note) intended for special needs (handicapped and disadvantaged) learners. Its objective is for the student to learn how to develop a budget. Contents include a source guide that provides the behavioral objective and lesson plan, pre-test, supplementary lesson information, worksheet, self-test, and evaluation. (Sources for audiovisual aids referred to in the lesson plan are not provided.) (YLB)

ED 206 838 CE 029 919

Needs Assessment Samples. Technical Assistance and Dissemination System: Illinois Special Needs Populations.

Illinois State Univ., Normal.

Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Pub Date—[78]

Note—17p.; For related documents see CE 029 917-918 and CE 029 921.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Ancillary School Services, *Disabilities, *Disadvantaged, Educational Needs, High Schools, *Inservice Teacher Education, Interviews, *Needs Assessment, Personnel Needs, Questionnaires, Special Education, Vocational Education, *Vocational Education Teachers

Identifiers—*Special Needs Students

Forms and results are provided from a needs assessment conducted by the Handicapped and Disadvantaged Project at Sauk Area Career Center to determine inservice needs and supportive services to teach special needs learners. A summary is first provided of interviews with 21 teachers at the

Career Center regarding experiences with handicapped and disadvantaged students. This is followed by a summary of individual interview questions and compiled teacher responses to each question. The instrument sent to teachers from feeder schools to rate inservice topics is then provided. Findings from the 16 responding teachers are tabulated. An explanation of the needs assessment given to teachers from feeder schools is accompanied by two instruments administered to them to assess needs both for services for students at the Career Center and teacher inservice. Results of the second needs assessment are provided. A memo proposing staff needs for the Handicapped and Disadvantaged Program concludes the document. (YLB)

ED 206 839 CE 029 921

Randall, Shirley

Shop Safety: Technical Assistance and Dissemination System: Illinois Special Needs Populations. Illinois State Univ., Normal.
Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Pub Date—[78]

Note—19p.; For related documents see CE 029 917-919.

Pub Type—Guides—Classroom—Learner (051)—Guides—Classroom—Teacher (052)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Behavioral Objectives, *Fire Protection, *First Aid, High Schools, Learning Activities, Learning Modules, Lesson Plans, Pretests, Posttests, Safety, *Safety Education, School Safety, *School Shops, Vocational Education

Identifiers—Special Needs Students

This learning activity packet on shop safety is one of three (see note) intended for special needs (handicapped and disadvantaged) learners. Its objective is for the student to learn general safety rules for working in a shop. Contents include a source guide that provides the behavioral objective and lesson plan, pre-test, supplementary lesson information, seven worksheets, self-test, and evaluation. (Sources for audiovisual aids referred to in the lesson plan are not provided.) (YLB)

ED 206 840 CE 029 925

Tallmadge, G. Kasten And Others

Study of the Career Intern Program. Summary Report.

RMC Research Corp., Mountain View, Calif.
Spons Agency—National Inst. of Education (ED), Washington, D.C.

Report No.—RMC-UR-481

Pub Date—May 81

Contract—400-78-0021

Note—104p.; For related documents see CE 029 926-930 and TM 810 654.

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC05 Plus Postage.

Descriptors—*Career Education, Cost Effectiveness, Counseling Services, Dropout Prevention, *Dropouts, *Economically Disadvantaged, Education Work Relationship, Experiential Learning, *Field Experience Programs, High School Equivalency Programs, *High School Students, *Nontraditional Education, Outcomes of Education, Potential Dropouts, Program Costs, Program Descriptions, Program Development, *Program Effectiveness, Secondary Education, Success

Identifiers—*Career Intern Program

The Career Intern Program (CIP) is an alternative high school designed to enable disadvantaged and alienated dropouts or potential dropouts to earn regular high school diplomas, to prepare them for meaningful employment or postsecondary education, and to facilitate their transition from school to work. CIP components are instruction, counseling, hands-on career exposure, diagnosis/assessment, and climate. While CIP sites were, at times, plagued by such problems as low morale and poor attendance, evaluation of the actual implementation of CIP at four sites, assessment of the impact of CIP on participating interns, analysis of factors related to CIP's success, and examination of the effectiveness of CIP as opposed to other programs for the disadvantaged dropout indicate that CIP has been quite effective in meeting its objectives and that it can be successfully replicated in new sites. Recommendations for improving CIP's design included increasing staff salary scales to decrease the high staff turnover rate, modifying the summer program to allow students more time for gainful employment and to alleviate transportation problems, and de-

veloping sanctions for unexcused absences. (Related reports devoted to CIP implementation, costs, structure, and outcomes and a comparison of CIP with similar youth programs are available separately through ERIC—see note.) (MN)

ED 206 841 CE 029 926

Treadway, Peter G. And Others

Study of the Career Intern Program. Final Report—Task A: Implementation.

RMC Research Corp., Mountain View, Calif.
Spons Agency—National Inst. of Education (ED), Washington, D.C.

Report No.—RMC-UR-478

Pub Date—May 81

Contract—400-78-0021

Note—140p.; For related documents see CE 029 925-930 and TM 810 654.

Pub Type—Reports—Evaluative (142)

EDRS Price—MF01/PC06 Plus Postage.

Descriptors—*Career Education, Case Studies, Cost Effectiveness, Counseling Services, *Demonstration Programs, Dropout Prevention, *Dropouts, Economically Disadvantaged, Educational Objectives, Educational Practices, Education Work Relationship, Experiential Learning, *Field Experience Programs, Financial Support, High School Students, Individualized Instruction, Nontraditional Education, Outcomes of Education, Potential Dropouts, Program Costs, Program Descriptions, Program Development, *Program Effectiveness, Program Evaluation, *Program Implementation, Program Improvement, Secondary Education, Student Evaluation, Student Experience, Success

Identifiers—*Career Intern Program

A study examined whether the Career Intern Program (CIP) can be replicated in new sites at reasonable cost within a reasonable period of time. (The CIP is an alternative high school designed to enable disadvantaged and alienated dropouts or potential dropouts to earn regular high school diplomas, to prepare them for meaningful employment or postsecondary education, and to facilitate their transition from school to work by providing instruction, counseling, hands-on career exposure, diagnosis/assessment, and climate.) To determine the replicability of CIP, three new sites were compared to the original site in Philadelphia. The comparison focused on whether the program, as implemented in the new sites, remains the same as the prototype program in terms of goals and practices; whether any changes instituted at new sites are improvements; whether the new implementation system is more effective than the usual developer-public school linkages; and whether the overall dissemination/implementation process is efficient. After completing their investigation, evaluators concluded that implementation in the new sites demonstrates the replicability of the program. Recommendations were made concerning community involvement and funding guidelines. (Related reports evaluating other aspects of CIP are available separately through ERIC—see note.) (MN)

ED 206 842 CE 029 927

Tallmadge, G. Kasten Yuen, Sandra D.

Study of the Career Intern Program. Final Report—Task B: Assessment of Intern Outcomes.

RMC Research Corp., Mountain View, Calif.
Spons Agency—National Inst. of Education (ED), Washington, D.C.

Report No.—RMC-UR-482

Pub Date—May 81

Contract—400-78-0021

Note—180p.; For related documents see CE 029 925-930 and TM 810 654.

Pub Type—Reports—Evaluative (142)

EDRS Price—MF01/PC08 Plus Postage.

Descriptors—*Achievement Tests, *Career Education, Case Studies, Dropout Prevention, Dropout Programs, *Dropouts, *Economically Disadvantaged, Experiential Learning, *Field Experience Programs, High School Equivalency Programs, High School Students, Nontraditional Education, *Outcomes of Education, Potential Dropouts, Program Descriptions, *Program Effectiveness, Secondary Education, Student Attrition, Student Characteristics, Student Educational Objectives, Student Evaluation, Success

Identifiers—*Career Intern Program

A study assessed the impact of the Career Intern Program (CIP) on participating students. (The CIP is an alternative high school designed to enable disadvantaged and alienated dropouts or potential dropouts to earn regular high school diplomas, to

prepare them for meaningful employment or postsecondary education, and to facilitate their transition from school to work by providing instruction, counseling, hands-on career exposure, diagnosis/assessment, and climate.) To evaluate student outcomes, standardized reading and mathematics achievement tests were administered to both an experimental and a control group on four occasions (upon entering the program, six and twelve months thereafter, and six to twelve months after completing the program). The declining number of students in the test samples (1680 students tested initially, 786 students tested midway into the program, and 500 tested at its conclusion) reflected the program's high attrition rates. Despite the high attrition rate (which may be explained, at least in part, by a number of operational problems involving tight scheduling, funding, and unrealistic enrollment quotas), achievement test results support the success of CIP. (Related reports evaluating other aspects of CIP are available separately through ERIC—see note.) (MN)

ED 206 843 CE 029 928

Fetterman, David M.

Study of the Career Intern Program. Final Technical Report—Task C: Program Dynamics: Structure, Function, and Interrelationships.

RMC Research Corp., Mountain View, Calif.
Spons Agency—National Inst. of Education (ED), Washington, D.C.

Report No.—RMC-UR-480

Pub Date—May 81

Contract—400-78-0021

Note—313p.; For related documents see CE 029 925-930 and TM 810 654.

Pub Type—Reports—Evaluative (142)—Reports—Research (143)

EDRS Price—MF01/PC13 Plus Postage.

Descriptors—*Career Education, Counseling Services, Curriculum, Dropout Prevention, Dropout Programs, *Dropouts, *Economically Disadvantaged, Educational Facilities, Experiential Learning, *Field Experience Programs, Financial Support, High School Equivalency Programs, *High School Students, Job Placement, Nontraditional Education, Outcomes of Education, Potential Dropouts, Program Content, *Program Design, Program Development, Program Effectiveness, Recruitment, Secondary Education, Staff Role, Teacher Qualifications

Identifiers—*Career Intern Program

A study identified causal linkages and basic interrelationships among components of the Career Intern Program (CIP) and observed outcomes. (The CIP is an alternative high school designed to enable disadvantaged and alienated dropouts or potential dropouts to earn regular high school diplomas, to prepare them for meaningful employment or postsecondary education, and to facilitate their transition from school to work by providing instruction, counseling, hands-on career exposure, diagnosis/assessment, and climate.) Data from observation, interviews, and ethnographic data collection instruments were collected on site during a series of six to seven visits of one to two weeks. Examined during these site visits were such program components as instruction, career exposure, counseling, assessment activities, personnel qualifications and roles, curriculum, recruitment, facilities, funds, materials and supplies, relations to the community and local education agencies, and ideologies underlying CIP. Analysis of data resulted in identification of a number of adaptive and maladaptive relationships both intrinsic and extrinsic to program operations. Also examined was the broader socio-political context of CIP. (Related reports evaluating other aspects of CIP are available separately through ERIC—see note.) (MN)

ED 206 844 CE 029 929

Foat, Classic M.

Study of the Career Intern Program. Task D: Final Report, Volume 2. Comparisons of the CIP with Other Similar Youth Programs.

RMC Research Corp., Mountain View, Calif.
Spons Agency—National Inst. of Education (ED), Washington, D.C.

Report No.—RMC-UR-475

Pub Date—May 81

Contract—400-78-0021

Note—121p.; For related documents see CE 029 925-930 and TM 810 654.

Pub Type—Reports—Evaluative (142)—Reports—Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Attendance, *Career Education, Case Studies, Comparative Analysis, Counseling Services, Dropout Prevention, Dropout Programs, *Dropouts, *Economically Disadvantaged, Educational Objectives, Education Work Relationship, Enrollment, Experiential Learning, *Field Experience Programs, Graduation, *High School Students, Job Placement, Nontraditional Education, Outcomes of Education, Potential Dropouts, Program Costs, Program Descriptions, *Program Effectiveness, Program Implementation, School Holding Power, Secondary Education, Success, Youth Programs

A study compared the Career Intern Program (CIP) with five other alternative youth programs. (The CIP is an alternative high school designed to enable disadvantaged dropouts or potential dropouts to earn regular high school diplomas, to prepare them for meaningful employment or postsecondary education, and to facilitate their transition from school to work by providing instruction, counseling, hands-on career exposure, diagnosis/assessment, and climate.) The programs compared to CIP were the Alternative Learning Center of Westover, West Virginia; the Harbor City Learning Experience-Based Career Education Program of Baltimore, Maryland; the Independence High School of Newark, New Jersey; the Kensington-Edison Youth Program of Philadelphia, Pennsylvania; and the Urban League Street Academy of New Orleans, Louisiana. Examined in the study were the following effectiveness measures: enrollment, attendance, retention, graduation, and placement. Enrollments were linked to reputation in the community, accessible location, and scheduling. While all programs had difficulty maintaining high attendance levels and retaining students, schools with support services had better attendance. Programs offering general equivalency degrees had more graduates than schools granting regular diplomas. Finally, CIP had fewer job placements than did comparable institutions. (Related reports evaluating various aspects of CIP are available separately through ERIC—see note.) (MN)

ED 206 845 CE 029 930

Klibanoff, Leonard S.

Study of the Career Intern Program. Task D: Final

Report, Volume 3. A Cost Analysis of the CIP. RMC Research Corp., Mountain View, Calif. Spons Agency—National Inst. of Education (ED), Washington, D.C.

Report No.—RMC-UR-483

Pub Date—May 81

Contract—400-78-0021

Note—39p.; For related documents see CE 029 925-929 and TM 810 654.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Budgets, *Career Education, *Cost Effectiveness, Cost Estimates, Dropout Prevention, *Dropouts, *Economically Disadvantaged, Educational Facilities, Educational Finance, Equipment, Equipment Maintenance, Experiential Learning, *Field Experience Programs, *High School Students, Life Cycle Costing, Nontraditional Education, Operating Expenses, Potential Dropouts, Program Costs, Program Implementation, Salaries, Secondary Education, Services, Teacher Salaries, Training

Identifiers—*Career Intern Program

A study analyzed the cost of the Career Intern Program (CIP). (The CIP is an alternative high school designed to enable disadvantaged and alienated dropouts or potential dropouts to earn regular high school diplomas, to prepare them for meaningful employment or postsecondary education, and to facilitate their transition from school to work by providing instruction, counseling, hands-on career exposure, diagnosis/assessment, and climate.) Data from site visits, budgetary documentation, and resource inventories were compiled and analyzed to explicate the cost of resources used in CIP replication. The cost of CIP was then compared to the costs of a high school program in Philadelphia (the location of the original CIP site). Examined in the cost analysis were the acquisition cost of facilities and personnel and the operating cost of facilities, personnel, services, and miscellaneous equipment and expenditures. The resource cost model used in the study generated estimates of initial year site level CIP costs as \$601,650. When compared to the cost of public education programs, CIP appears quite competitive. (Related reports evaluating other aspects of CIP are available separately through ER-

IC—see note.) (MN)

ED 206 846 CE 029 931

Coordination of CETA and Vocational Education. Technical Assistance Guide.

Employment and Training Administration (DOL), Washington, D.C.

Pub Date—[80]

Note—73p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Administrator Guides, *Cooperative Planning, *Cooperative Programs, *Educational Cooperation, Federal Legislation, Institutional Cooperation, *Linking Agents, Postsecondary Education, Secondary Education, Shared Services, *Vocational Education, Work Experience Programs, Work Study Programs

Identifiers—*Comprehensive Employment and Training Act, Vocational Education Amendments 1976

Coordination between Comprehensive Employment and Training Act (CETA) and vocational education systems can achieve stronger job training and employment opportunities for CETA clients. Through coordination, CETA and vocational education agencies can eliminate duplication of effort in training and other service activities, can augment each other's strengths through pooling resources, and can realize greater impetus and innovation in their programs and policies. This guide is intended to encourage such linkages and to provide CETA and vocational education administrators with practical management tips for joint planning and implementation of programs. The first chapter introduces the concept of educational linkages and explains why they are beneficial to CETA and vocational education. In chapter 2, an outline of the 1978 CETA legislation as it relates to coordination with vocational education is presented, along with a summary of the coordination references contained in the 1976 vocational education legislation. Chapter 3 contains an overview of the CETA and vocational education systems, including a discussion of barriers to effective partnership. The fourth chapter discusses planning for coordination, including not only the legislative mandate but also the steps that lead to program initiation and development. Chapter 5 presents information about the formal agreement for linkages—its purpose, function, and content. The final chapter examines various aspects of coordination once the linkage arrangement has been established, and offers suggestions for dealing with further coordination problems that may arise. (KC)

ED 206 847 CE 029 932

H.R. 1400—The Veterans' Educational Assistance Act of 1981. Hearings before the Subcommittee on Education, Training and Employment of the Committee on Veterans' Affairs, House of Representatives, Ninety-Seventh Congress, First Session (March 17, 19, 1981), Vol. I.

Congress of the U.S., Washington, D.C. House Committee on Veterans' Affairs.

Report No.—House-Ser-97-7

Pub Date—81

Note—139p.; Not available in paper copy due to small print. For a related document see CE 029 933.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Access to Education, Armed Forces, *Federal Legislation, Financial Support, Hearings, Higher Education, Labor Turnover, *Military Personnel, *Military Service, Postsecondary Education, Recruitment, *Student Financial Aid, Tuition Grants, Veterans, *Veterans Education

Identifiers—Congress 97th, *Veteran Educational Assistance Act 1981

This document is the first volume of a transcript of hearings before a U.S. House of Representatives Subcommittee of the Committee on Veterans' Affairs concerning proposed H.R. 1400—the Veterans' Educational Assistance Act of 1981. The Proposed Educational Assistance Act is an updated GI Bill, which would provide the following educational benefits: 80 percent of college tuition up to \$2500 plus a \$250 living allowance for 36 months for three years' military service or two years' military service plus four years in the active Reserve or National Guard; a two-for-one savings plan for educational benefits for career military personnel; an educational leave-of-absence program; and transferability of educational benefits to a spouse or children for

career military personnel with 16, or in some cases 12, years of service. The benefits are structured with the goal of increasing military service enlistments of high school graduates and retention of experienced middle-level personnel. Pros and cons of H.R. 1400's provisions are discussed during the hearings by various Senators and Representatives, Defense Department representatives, and high ranking officers of the branches of military service. Their oral testimony, as well as their prepared statements, are included in the document. (KC)

ED 206 848 CE 029 933

H.R. 1400—Veterans Educational Assistance Act of 1981. Hearings before the Subcommittee on Education, Training and Employment of the Committee on Veterans' Affairs, House of Representatives, Ninety-Seventh Congress, First Session (Norfolk, Virginia, April 6, 1981), Vol. III.

Congress of the U.S., Washington, D.C. House Committee on Veterans' Affairs.

Report No.—House-Ser-97-9

Pub Date—81

Note—117p.; For a related document see CE 029 932.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Opinion Papers (120)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Armed Forces, Enlisted Personnel, Financial Support, Hearings, Higher Education, Labor Turnover, *Military Personnel, *Military Service, Officer Personnel, Postsecondary Education, Recruitment, *Student Financial Aid, Tuition Grants, Veterans, *Veterans Education

Identifiers—*Congress 97th, *Veteran Educational Assistance Act 1981

This document is the third volume of a transcript of hearings before a U.S. House of Representatives Subcommittee of the Committee on Veterans' Affairs concerning proposed H.R. 1400—the Veterans' Educational Assistance Act of 1981. The proposed Educational Assistance Act, an updated GI Bill, would provide the following educational benefits: 80 percent of college tuition up to \$2500 plus a \$250 living allowance for 36 months for three years' military service or two years' military service plus four years in the Active Reserve or National Guard (and additional money for longer service); a two-for-one savings plan for educational benefits for career military personnel; an educational leave-of-absence program; and transferability of educational benefits to a spouse or children for career military personnel with a certain number of years' service. The benefits are structured with the goal of increasing military service enlistments of high school graduates and retention of experienced middle-level personnel. In this round of hearings, held in Norfolk, Virginia, commissioned officers, noncommissioned officers, and enlisted personnel in the field from the Air Force, Navy, and Army voiced their opinions of the bill, and interpreted it as they saw its effects on recruiting, retention, and day-to-day concerns of military personnel. Most of the persons interviewed viewed the bill favorably as a whole, but had reservations about various provisions, and concerns about whether the lure of educational benefits would prompt more mid-career dropouts from the services. Others expressed concern about the 1989 expiration date for use of benefits from the Vietnam GI bill, military pay, and living and working conditions. (KC)

ED 206 849 CE 029 934

The Implementation of the Targeted Jobs Tax Credit. Report No. 3.

Ohio State Univ., Columbus. Mershon Center.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C. Office of Program Evaluation.

Report No.—MEL-81-09

Pub Date—May 81

Grant—DOL-24-39-79-01

Note—102p.

Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Administrator Attitudes, Cooperative Education, *Disadvantaged Youth, Educational Vouchers, Employer Attitudes, *Employment Programs, Federal Programs, Job Development, Job Placement, *Program Effectiveness, *Program Implementation, *Tax Credits, Youth Employment

Identifiers—*Targeted Jobs Tax Credit

A study was conducted to determine the effec-

tiveness of the Targeted Jobs Tax Credit (TJTC) as observed between July 1980 and March 1981 in 25 areas throughout the United States. Findings include the following: (1) TJTC has not worked as envisioned as a self-marketing effort by vouchered individuals and new hires by employers; most employers are participating in TJTC through retroactive certifications of their current employees rather than by new TJTC hires; (2) vouchering activity and employer participation in TJTC have been increasing over time, although recently these activities have fallen as resources have declined; (3) vouchering and employer participation vary randomly from site to site; (4) four types of organizations have been most active in marketing TJTC employers: Private Industry Councils, private firms assisting employers in obtaining certifications, National Alliance of Business metros, and state and local employment services offices; (5) about half of the participants in the TJTC program are cooperative education students, and about 90 percent of the vouchers go to the targeted groups—economically disadvantaged youth and cooperative education students. Some of the reasons found for TJTC performance problems include employers' beliefs that the tax savings are not worth the trouble of altering their hiring practice, and fear of government involvement; and problems with implementation and enthusiasm for the program by vouchering agencies. It was concluded that TJTC has not been implemented by the delivery system and used by employers in the way intended by its designers, but that it would be premature to draw from this that targeted employment tax credits are in all cases ineffective means for increasing employment opportunities for targeted individuals. (KC)

ED 206 850

CE 029 935

Siegel, Irving H.

Fuller Employment with Less Inflation.

Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.

Report No.—ISBN-0-911558-85-3

Pub Date—81

Note—230p.

Available from—W.E. Upjohn Institute for Employment Research, 300 S. Westnedge Ave., Kalamazoo, MI 49007 (\$6.00; quantity discounts available).

Pub Type—Books (010) — Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Business Cycles, Economic Change, Economic Climate, Economic Development, *Economic Research, Economics, Federal Legislation, *Inflation (Economics), Labor Economics, Poverty, *Productivity, Public Policy, *Statistical Analysis, Statistics, Taxes, *Unemployment
Identifiers—Employment Act 1946, Full Employment and Balanced Growth Act 1978, *Wage and Price Controls

This series of 10 essays, written at various times since the mid-1960s, explores the U.S. economy's proneness to both high inflation and high unemployment during this period. The essays present ideas that the author believes could have reined in price increases in the early stages, and that presently could speed the reduction of inflation and reduce the pain of its accompanying unemployment. The first chapter sets the tone for the book with a brief description of the origin and development of the inflation-unemployment syndrome in light of the provisions of the Employment Act of 1946 and its 1978 amendments, the Humphrey-Hawkins Full Employment and Balanced Growth Act. It also considers the spectrum of authoritative prescriptions for disinflation of the economy. A major theme of the essays is the desirability of complementing the standard fiscal and monetary approaches toward counterinflation with a special supply-side tax or income policy that gives workers an incentive to forego pay increases exceeding the prospective national rate of productivity advance. The second recurring theme is the improvement of statistics for use in the wage-price monitoring, another round of which should not be ruled out, according to the author, despite disappointing past experience. In this context, designs are offered for statistical systems in which hourly earnings, unit labor cost, productivity, and prices are treated symmetrically; and in which, alternatively, aggregates such as payrolls (or total factor income) and real output suffice and productivity estimates are not needed. (KC)

ED 206 851

CE 029 938

Accounting for Korean-Speaking Students. Student Manual.

Chicago City Colleges, Ill. Truman Coll. UF-Truman Coll., Chicago, Ill.

Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Pub Date—5 Jan 81

Note—114p.; For related documents see CE 019 939-940. Prepared at the Truman Bilingual Vocational Center.

Language—Korean

Pub Type—Books (010) — Guides - Classroom - Learner (051)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Accounting, Adult Education, *Bilingual Education, Bookkeeping, Data Processing, Input Output, *Korean Americans, Non English Speaking, *Office Occupations Education, Payroll Records, Worksheets

Identifiers—*Bilingual Materials, *Limited English Speaking, Project Mainstream, Vocational English as a Second Language

Intended for limited-English speaking, Korean-speaking adult students, this manual contains a 12-chapter course in accounting. It is written in Korean with key terms/concepts and limited amounts of other information (such as proper names and occupation-related vocabulary) in English. Examples are provided in English only. Information provided in the 12 chapters covers introduction to concepts of accounting, recording transactions, debit and credit, adjusting the accounts, worksheet and closing entries, merchandising accounting, worksheet of a merchandising concern, accounting systems, voucher systems, petty cash fund, reconciliations, and payroll accounting. (YLB)

ED 206 852

CE 029 939

Kempf, Constanza

Basic Concepts and Techniques in Accounting for Spanish Speaking Students (Student's Manual).

Chicago City Colleges, Ill. Truman Coll. UF-Truman Coll., Chicago, Ill.

Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Pub Date—5 Jun 80

Note—61p.; For related documents see CE 029 938-940. Prepared at the Truman Bilingual Vocational Center.

Language—Spanish

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Accounting, Adult Education, *Bilingual Education, Bookkeeping, Data Processing, Input Output, Non English Speaking, *Office Occupations Education, Payroll Records, *Spanish Speaking, Worksheets

Identifiers—*Bilingual Materials, *Limited English Speaking, Project Mainstream, Vocational English as a Second Language

Intended for limited-English Spanish-speaking adult students, this manual contains an eight-chapter course in accounting. It is written in Spanish with key terms/concepts (and occupation-related vocabulary) translated into English appearing immediately following the Spanish in parentheses. Examples are provided in English only. The information provided in the eight chapters covers (1) introduction to concepts of accounting, auditing, and balance sheet; (2) recording transactions and business papers; (3) adjusting accounts, preparing statements, and classification of balance sheet items; (4) worksheet and closing of accounts; (5) accounting for a merchandising concern; (6) accounting systems, purchase of assets used in the business, automated data processing, and input/output; (7) accounting for cash, voucher, and petty cash fund; and (8) payroll accounting, the Federal Security, and state unemployment insurance programs. (A companion teacher's manual is available as CE 029 940.) (YLB)

ED 206 853

CE 029 940

Kempf, Constanza

Accounting for Spanish-Speaking Students (Teacher's Manual).

Chicago City Colleges, Ill. Truman Coll. UF-Truman Coll., Chicago, Ill.

Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Pub Date—17 Sep 80

Note—18p.; For related documents see CE 029

938-939. Prepared at the Truman Bilingual Vocational Center.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Accounting, Adult Education, *Bilingual Education, Bookkeeping, Course Descriptions, Course Objectives, Data Processing, Input Output, Non English Speaking, *Office Occupations Education, Payroll Records, *Spanish Speaking, Teaching Guides, Worksheets

Identifiers—*Bilingual Programs, *Limited English Speaking, Project Mainstream, Vocational English as a Second Language

This teacher's manual accompanies a student manual for an accounting course for limited-English Spanish-speaking adult students (available separately as CE 029 939). Introductory materials discuss the need for and philosophy of Project Mainstream, a vocational training program serving Korean- and Spanish-speaking persons, and what constitutes bilingual education. General objectives of the course are outlined. An outline is provided for a 17-week course in accounting. Information provided in the brief plan for each week includes title, objectives, emphasis, and materials. (YLB)

ED 206 854

CE 029 942

Cordova, Rose Mary Phelps, L. Allen

Identification, Assessment, and Placement of Limited English Proficiency Students in Vocational Education. A Study of Current Practices in Illinois.

Illinois Univ., Urbana. Dept. of Vocational and Technical Education.

Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Pub Date—1 Jul 81

Note—205p.; For related documents see CE 029 944-945.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Ability Identification, Administrator Attitudes, Communication Skills, Community Colleges, Educational Diagnosis, Educational Needs, *Educational Practices, Educational Research, English (Second Language), High Schools, *Language Proficiency, Needs Assessment, Postsecondary Education, Program Development, Questionnaires, Secondary Education, State Surveys, *Student Evaluation, Student Needs, *Student Placement, *Vocational Education

Identifiers—*Illinois, *Limited English Speaking

A study examined the varied procedures and approaches utilized in identifying, assessing, and placing limited English proficiency (LEP) students in vocational education programs in Illinois high schools, area vocational centers, and community colleges. Utilized in the study were data from the following survey instruments: (1) a mail questionnaire that obtained detailed information regarding identification, assessment, and placement procedures from 212 Illinois local education agency (LEA) program directors; (2) a document analysis of 59 local one- and five-year plans for such programs to serve LEP students; (3) three one-day on-site visits to three LEAs; and (4) a telephone questionnaire that obtained information on local programs for LEP vocational education students from state directors of vocational education in seven states (Arizona, California, Florida, Massachusetts, New Mexico, New York, and Texas). Analysis of data from these sources resulted in 19 recommendations concerning further research and development in the area of programs to identify, assess, and place LEP students in vocational education. (A related project evaluation report and an executive summary of the project report on the Illinois three-phase system for serving LEP vocational students are available separately through ERIC—see note.) (MN)

ED 206 855

CE 029 944

Gonzalez, Juan C. Phelps, L. Allen

Evaluation of Vocational Education Programs Serving Limited English Proficiency Students. An Analysis of the Illinois Three Phase System.

Illinois Univ., Urbana. Dept. of Vocational and Technical Education.

Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Pub Date—1 Jul 81

Note—161p.; For related documents see CE 029 942 and CE 029 945.

Pub Type—Reports - Descriptive (141) — Reports

- Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Ability Identification, Administrator Attitudes, Case Studies, Educational Assessment, Educational Diagnosis, Educational Needs, Educational Practices, English (Second Language), *Evaluation Methods, *Language Proficiency, Needs Assessment, Postsecondary Education, Program Effectiveness, *Program Evaluation, Questionnaires, Secondary Education, *State Programs, State Surveys, Student Evaluation, Student Needs, Student Placement, *Vocational Education

Identifiers—*Illinois, *Limited English Speaking

A study examined the processes used by the Illinois Department of Adult, Vocational, and Technical Education in evaluating vocational education programs and services aimed at limited English proficiency (LEP) students in Illinois. Data collection procedures used in the study included the following: (1) participant observation, document analysis, and interviews conducted during three on-site evaluations of local education agencies (LEAs) providing programs and services to LEP students; (2) a questionnaire developed to obtain input from state vocational education directors in seven states regarding current practices of states in evaluating programs for LEP students; (3) interviews conducted with 47 individuals involved with the present on-site evaluation system; and (4) a questionnaire developed to obtain input data from selected LEA personnel, regarding the impact of recent evaluation on programs for LEP students. While most respondents felt that the Illinois evaluation system is accomplishing its goals, many of them also expressed concern about the areas of on-site evaluation methods and the expertise of on-site evaluation team members. (The executive summary of this study and a related study of current practices for identifying, assessing, and placing LEP students in vocational education in Illinois are available separately through ERIC—see note.) (MN)

ED 206 856 **CE 029 945**

Gonzalez, Juan C. Phelps, L. Allen

Evaluation of Vocational Education Programs Serving Limited English Proficiency Students. An Analysis of the Illinois Three Phase System. Executive Summary.

Illinois Univ., Urbana. Dept. of Vocational and Technical Education.

Spons Agency—Illinois State Office of Education, Springfield, Div. of Adult Vocational and Technical Education.

Pub Date—1 Jul 81

Note—25p.; For related documents see CE 029 942 and CE 029 944.

Pub Type—Reports - Descriptive (141) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Ability Identification, Administrator Attitudes, Case Studies, Educational Assessment, Educational Diagnosis, Educational Needs, Educational Practices, English (Second Language), *Evaluation Methods, *Language Proficiency, Needs Assessment, Postsecondary Education, Program Effectiveness, *Program Evaluation, Questionnaires, Secondary Education, *State Programs, State Surveys, Student Evaluation, Student Needs, Student Placement, *Vocational Education

Identifiers—*Illinois, *Limited English Speaking

A study examined the processes used by the Illinois Department of Adult, Vocational, and Technical Education in evaluating vocational education programs and services aimed at limited English proficiency (LEP) students in Illinois. Data collection procedures used in the study included the following: (1) participant observation, document analysis, and interviews conducted during three on-site evaluations of local education agencies (LEAs) providing programs and services to LEP students; (2) a questionnaire developed to obtain input from state vocational education directors in seven states regarding current practices of states in evaluating programs for LEP students; (3) interviews conducted with 47 individuals involved with the present on-site evaluation system; and (4) a questionnaire developed to obtain input data from selected LEA personnel regarding the impact of recent evaluation on programs for LEP students. While most respondents felt that the Illinois evaluation system is accomplishing its goals, many of them also expressed concern about the areas of on-site evaluation methods and the expertise of on-site evaluation team members. (The full report of this

study and a related study of current practices for assessing, identifying, and placing LEP students in vocational education in Illinois are available separately through ERIC—see note.) (MN)

ED 206 857 **CE 029 946**

Resources in Vocational Education. Volume 13, Number 6, 1980.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Bureau No.—498MH00014

Pub Date—80

Contract—300-78-0032

Note—98p.

Journal Cit.—Resources in Vocational Education; v13 n6 1980

Pub Type—Collected Works - Serials (022) - Reference Materials - Directories/Catalogs (132) - Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Abstracts, Curriculum Development, Data Bases, *Educational Research, *Educational Resources, Information Systems, Periodicals, Professional Associations, Research Coordinating Units, *Research Projects, *Research Proposals, Research Reports, *Technical Education, *Vocational Education

Identifiers—*ERIC

Abstracts of 98 documents of research, instructional, and other materials in vocational and technical education, drawn from the Educational Resources Information Center (ERIC) data base, and abstracts of 112 funded projects in progress are included in this publication. Document resumes are indexed by subject, author, and institution. Projects in progress are organized by state (and indexed by state and by subject), and include resumes or research projects, exemplary and innovative projects, and curriculum development projects. The document also contains a section on organizational resources, which lists names and addresses for research coordinating units, vocational and technical education periodicals, professional associations, and information systems and networks. The Program Improvement Data Base of the National Center for Research in Vocational Education is profiled. Ordering information for documents and subscriptions is provided. (The full text of most documents announced in this publication is available in microfiche or paper copy from the ERIC Document Reproduction Service, and also in local ERIC microfiche collections.) (KC)

ED 206 858 **CE 029 959**

CETA's Results and Their Implications. A Policy Statement by The National Council on Employment Policy.

National Council on Employment Policy (DOL), Washington, D.C.

Pub Date—Sep 81

Note—16p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cost Effectiveness, Delivery Systems, Economic Change, Economic Factors, *Employment Programs, Enrollment, *Federal Legislation, Futures (of Society), *Job Training, Labor Force, On the Job Training, Program Costs, *Program Effectiveness, *Program Improvement, Summer Programs, Technological Advancement, Work Experience Programs, Youth Programs

Identifiers—*Comprehensive Employment and Training Act, Job Corps

A review of the Comprehensive Employment and Training Act's (CETA's) results, strengths, and weaknesses, and future role in light of expected economic and technological changes indicates that it is time to strengthen—though not necessarily enlarge—America's only available second-chance training system. Cost-benefit analysis of the major CETA components (the job training, job corps, classroom training, public service employment, work experience, and summer youth employment) indicates that they are a good investment for society. In addition, such CETA components as nonoccupational training, youth school retention and work transition programs, and smaller pilot projects also seem to be cost effective. While both CETA's service components and delivery system have some serious weaknesses, a number of options are available to remedy them. Current and anticipated international competition, technological changes, and economic problems in certain regions of the U.S. and such new

labor force entrants as additional refugees, people delaying retirement, and displaced homemakers reinforce the need for a program to retrain workers and/or upgrade their skills. (MN)

ED 206 859 **CE 029 964**

A Long-Range Follow-up of Post-Secondary Vocational, Technical and Adult Education Graduates. Final Report.

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date—Aug 81

Note—84p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adult Education, Case Studies, Employment Experience, Employment Level, *Employment Opportunities, Employment Patterns, Employment Potential, Followup Studies, *Graduates, Graduate Surveys, Income, *Job Skills, *Outcomes of Education, Participant Characteristics, Participant Satisfaction, *Postsecondary Education, Program Effectiveness, Promotion (Occupational), Questionnaires, Relevance (Education), State Surveys, Student Educational Objectives, Technical Education, *Vocational Education

Identifiers—*Wisconsin, Wisconsin (Eau Claire), Wisconsin (La Crosse), Wisconsin (Milwaukee)

A study examined the job-related skills acquired and career opportunities that have arisen for 1966, 1971, and 1976 graduates of postsecondary vocational-technical programs in Wisconsin's Vocational, Technical, and Adult Education (VTAE) system. Fifteen VTAE graduates from each of the years 1966, 1971, and 1976 completed a 26-item survey designed to identify the types of career decisions made and job-related skills and career advancement opportunities resulting from participation in a vocational program. The population for the study consisted of graduates from three VTAE districts in Wisconsin: VTAE District 1 in Eau Claire, Western Wisconsin, VTAE District in LaCrosse, and Milwaukee Area VTAE District. Data from the survey and from in-depth followup interviews indicated that 80 percent of the respondents had stayed in the fields for which they prepared in their vocational program and were currently using the skills obtained from their training. In addition, 82.5 percent of the graduates felt that their training contributed to their earning higher wages, and 67.5 percent felt they would attend their respective vocational-technical program again. The survey instrument and answers to the open-ended questions are appended. (MN)

ED 206 860 **CE 029 968**

Knowledge Development under the Youth Initiatives—Proceedings of an Overview Conference (Waltham, Massachusetts, October 5-6, 1978).

Knowledge Development Framework. Youth Knowledge Development Report 1.3.

Brandeis Univ., Waltham, Mass.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.

Pub Date—May 80

Note—243p.; For related documents see ED 182 454, ED 199 377, ED 203 056, CE 029 544, CE 029 570, and CE 029 969-980.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 029-014-00118-0, \$6.00).

Pub Type—Collected Works - Proceedings (021) - Reports - Descriptive (141)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Agency Cooperation, Community Services, Data Analysis, Data Collection, *Demonstration Programs, Educational Needs, Educational Objectives, Educational Planning, Educational Policy, Educational Practices, *Educational Research, Educational Trends, Employment Patterns, *Employment Programs, Field Experience Programs, Job Training, Labor Force, Needs Assessment, Outcomes of Education, Program Descriptions, *Program Development, *Program Effectiveness, Public Policy, Unemployment, Work Experience Programs, *Youth Employment, Youth Programs

Identifiers—Job Corps, Private Industry, Ventures in Community Involvement Project, Youth Community Conservation Improvement Project,

***Youth Employment and Demonstration Projects Act, Youth Employment Training Program, Youth Incentive Entitlement Pilot Projects**

These proceedings of a conference on 1978 youth knowledge development activities implemented under the Youth Employment and Demonstration Projects Act (YEDPA) of 1977 consist of the proceedings of the five sessions of the conference and the texts of 16 conference papers. Discussed in the first section of the proceedings are demonstrations and research conducted under the auspices of the Youth Incentive Entitlement Pilot Projects (YIEPP), the Youth Community Conservation and Improvement Projects (YCCIP), and the Youth Employment and Training Programs (YETP); basic research; and data collection and evaluation. Topics covered in the conference reports include the effectiveness of various research and job training programs, YEDPA research and interagency cooperation and discord, an economic analysis of the patterns and trends in youth unemployment, the potential impact of employment and job training programs on youth unemployment, the social and economic significance of teenage unemployment, youth experiences as pathways into the world of work, and the economic impact of the Job Corps. (Related youth knowledge and development reports are available separately through ERIC—see note.) (MN)

ED 206 861

CE 029 969

Stallings, David. McDonnell, Melinda

Evaluative Research in Local Youth Program—Using the Tools of Knowledge Development. Knowledge Development Framework.

YOUTH Knowledge Development Report 1.5. Osoro and Assoc., Bellingham, Wash. Spons Agency—Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.

Pub Date—May 80

Note—107p.; For related documents see note of CE 029 968.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 029-014-00120-1, \$4.25).

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Annotated Bibliographies, Case Studies, Demonstration Programs, Educational Assessment, *Educational Research, Employment Programs, *Evaluation Methods, Evaluation Needs, Federal Programs, Guidelines, Job Training, Models, Needs Assessment, *Program Development, *Program Evaluation, *School Districts, Youth Employment, *Youth Programs

Identifiers—*Portland Career Survey Project, Youth Employment and Demonstration Projects Act

Designed for use in programs implemented under the mandate of the Youth Employment and Demonstration Projects Act (YEDPA) of 1976, this guide includes guidelines and models for conducting the evaluation, research, and demonstration efforts that local youth staff are expected to carry on in their own local YEDPA programs. The evaluation, research, and demonstration activities called for under YEDPA are discussed, and guidelines are set forth for their implementation. Presented next is a model local knowledge development case study—the Portland Career Survey Project. A developmental sketch for conducting program evaluation research, guidelines for applying an evaluative research framework to the knowledge development process, and comments on the techniques of evaluative research are provided. Discussed in a section on understanding national knowledge development are the learning focus of YEDPA and an example of discretionary project rationale. An annotated bibliography follows. (Related youth knowledge and development reports are available separately through ERIC—see note.) (MN)

ED 206 862

CE 029 970

The Standardized Assessment System for Youth Demonstration Projects. Knowledge Development Framework. Youth Knowledge Development Report 1.6.

Educational Testing Service, Princeton, N.J. Spons Agency—Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.

Pub Date—May 80

Note—201p.; For related documents see note of CE 029 968.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 029-014-00121-0, \$6.00).

Pub Type—Reports - Descriptive (141) — Tests/Questionnaires (160)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Attitude Measures, Career Awareness, Decision Making Skills, Demonstration Programs, Educational Assessment, Educational Research, Employer Attitudes, *Employment Programs, Evaluation Methods, Followup Studies, Job Search Methods, Job Training, Participant Characteristics, Participant Satisfaction, Personality Measures, *Program Development, *Program Evaluation, Psychological Testing, Self Concept Measures, Sex Stereotypes, Student Attitudes, *Validated Programs, Work Attitudes, Youth Employment, *Youth Programs

Identifiers—Individual Participant Profile, *Standardized Assessment System, Vocational Attitude Scale, Work Relevant Attitudes Scale, *Youth Employment and Demonstration Projects Act

This report describes the background, development, validation, and major components of the Standardized Assessment System (SAS). (The SAS is a multi-component system designed for use in evaluating a wide variety of experimental and demonstration youth programs initiated the Youth Employment and Demonstration Projects Act—YEDPA—of 1977.) Following a brief description of the workings of the system, the major components of the system (including instruments to measure participant characteristics and a psychometric battery designed to assess career decision making, awareness, and capability; self-image; work attitudes; job search capacity; and occupational sex stereotyping) and their rationale are discussed. The validation of SAS instruments under current demonstration projects is examined. Outlined next is the application of the measures, followed by an explanation of the basic analysis plan. Appended to the report are the following SAS instruments: the Individual Participant Profile; the Vocational Attitude Scale; a series of measures to assess job knowledge, job holding skills, job seeking skills, sex stereotypes of adult occupations, and self-esteem; the Work Relevant Attitudes Inventory; a program completion survey; and a program followup survey. Instructions for administering the instruments are included. (Related youth knowledge and development reports are available separately through ERIC—see note.) (MN)

ED 206 863

CE 029 971

Factbook on Youth, Research on Youth Employment and Employability Development. Youth Knowledge Development Report 2.5.

Office of the Assistant Secretary for Policy, Evaluation and Research (DOL), Washington, D.C. Spons Agency—Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.

Pub Date—May 80

Note—220p.; Some pages may not reproduce well due to small print. For related documents see note for CE 029 968.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 029-014-00128-7, \$5.50).

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Adolescents, Blacks, Crime, Delinquency, Demography, Dropouts, Economically Disadvantaged, Educational Attainment, *Employment Experience, Employment Level, *Employment Patterns, Family Income, Family Status, Females, *Graphs, Hispanic Americans, Income, *Individual Characteristics, Labor Force, Males, Marital Status, Out of School Youth, Population Distribution, Population Growth, Rural Youth, *Socioeconomic Status, Tables (Data), Unemployment, Urban Youth, Work Experience, *Young Adults, *Youth Employment

This factbook on youth employment contains 58 graphs and tables of data concerning social and economic indicators of the employment and employability development of youth aged 14 to 24 as per 1979. Indicators examined are population growth and distribution, marital and family status, educational status, labor force and employment status by socioeconomic characteristics, historical trends of labor force and employment status, and crime and delinquency status. Included among the variables considered in the tables covering population are age, sex, race, and rural or urban residence. Data concerning marital, family, and educational status are

broken down by age, race, and school status. Presented in the sections on labor force and employment status are data on labor force participation rates, employment and unemployment rates, employment population ratios, and major occupation group by age, marital and family status, employment status, race, and sex. Percent distributions of persons under 18 arrested by age and type of offense, area of residence, sex, and crime and estimated number of delinquency cases processed nationally through intake and juvenile courts by sex and type of court are calculated in the final section. (Related youth knowledge and development reports are available separately through ERIC—see note.) (MN)

ED 206 864

CE 029 972

Endriss, J. R. Froomkin, Joseph

The Labor Market Experience of 14-21-Year-Olds.

Research on Youth Employment and Employability Development. Youth Knowledge Development Report 2.6.

Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.

Pub Date—May 80

Note—609p.; For related documents see note of CE 029 968.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 029-014-00129-5, \$8.50).

Pub Type—Information Analyses (070) — Numerical/Quantitative Data (110)

EDRS Price - MF03/PC25 Plus Postage.

Descriptors—*Adolescents, Blacks, Demography, Economically Disadvantaged, Employers, Employment Experience, *Employment Patterns, *Employment Potential, Employment Problems, Employment Programs, Employment Statistics, Family Income, Females, Hispanic Americans, Income, Job Search Methods, Job Skills, Labor Force, *Minority Groups, Out of School Youth, Sex Role, Surveys, Tables (Data), Trend Analysis, *Unemployment, Work Attitudes, Work Experience, *Youth Employment, Youth Programs

Identifiers—*Survey of Income and Education
This report summarizes data from the 1976 Survey of Income and Education, concerning the labor force participation, work experience, earnings, and unemployment of 32.8 million youth aged 14 to 21. Special attention is paid in the report to the experience of the poor, minorities, and women. Following an initial narrative summary of survey findings in such areas as youth labor force participation, length of commitment to the work force, work experience, mean time worked, earnings, occupations of young workers, length and methods of job search, workers who found no jobs, and public and private employers, conclusions are drawn concerning the special needs of minority populations. The bulk of the report is comprised of 1207 tables presenting various breakdowns of data on the above-mentioned topics according to such factors as sex, age, race, and income level. (Related youth knowledge and development reports are available separately through ERIC—see note.) (MN)

ED 206 865

CE 029 974

Assessments of Job Corps Performance and Impacts. Volume II. Program Evaluations. Youth Knowledge Development Report 3.3.

Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.

Pub Date—May 80

Note—681p.; For related documents see note of CE 029 968.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF04/PC28 Plus Postage.

Descriptors—*Adolescents, Adults, *Demonstration Programs, *Employment Programs, Federal Programs, Females, *Job Training, Males, Occupational Clusters, *Outcomes of Education, *Program Effectiveness, Vocational Education, Wages, Youth Employment

Identifiers—*Job Corps, Youth Employment and Demonstration Projects Act

This publication is a product of the knowledge development effort implemented under the Youth Employment and Demonstration Projects Act of 1977. It is the second volume of an assessment of the Job Corps, which found that, overall, the Job Corps experience of training young men and women for employment has been beneficial to society, al-

though there is room for program improvements. This volume of the assessment focuses on the vocational training offered by the Job Corps. The study used the Job Corps' FY 1977 data base to examine the relationship of vocational offerings at different centers to the subsequent labor market experience of male and female trainees. Some of the findings of the study include (1) only one in seven corpsmembers who enter a vocational training cluster ends up completing and being placed in a job in the same cluster; those who do have the highest wages; (2) the overall job placement rate for male program completers (67.5 percent) was much higher than that for female completers (55.6 percent); (3) the average starting wage for males was higher than that for females; (4) for males, construction trades, clerical sales, and industrial production occupations provided the most success for completers, at least in the short run; (5) Civilian Conservation Centers had more success than contract centers with male completers; and (6) the four largest centers did relatively poorly in the rankings for male completers. The study has great implications for other types of training programs because of its large data base and the long duration of Job Corps programs. (KC)

ED 206 866 CE 029 975

The Local Focus on Youth. Program Evaluations. Youth Knowledge Development Report 3.15.
National Council on Employment Policy (DOL), Washington, D.C.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.

Pub Date—May 80

Note—524p.; For related documents see note of CE 029 968.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 029-014-00154-6, \$9.50).

Pub Type—Reports - Evaluative (142)

EDRS Price - MF02/PC21 Plus Postage.

Descriptors—Agency Cooperation, Career Awareness, Career Education, Case Studies, Economically Disadvantaged, Educational Finance, Educational Needs, Educational Objectives, Educational Planning, Educational Policy, *Employment Programs, Federal Programs, *Job Training, Linking Agents, Needs Assessment, On the Job Training, Outcomes of Education, Program Costs, Program Descriptions, *Program Development, *Program Effectiveness, *School Districts, School Role, Staff Role, State Programs, Vocational Education, Work Experience Programs, *Youth Employment, Youth Programs

Identifiers—California, Comprehensive Employment and Training Act, Connecticut, Georgia, Illinois, Massachusetts, Michigan, New Mexico, North Carolina, Ohio, Oregon, Summer Program Economically Disadvantaged Youth, Texas, Washington, *Youth Employment and Demonstration Projects Act

This evaluation of programs conducted in fiscal 1978 under the Youth Employment and Demonstration Projects Act (YEDPA) consists of an overall picture of the 1978 YEDPA program experience and case studies of programs in 12 states. Findings and recommendations are presented concerning the implementation of YEDPA programs by Comprehensive Employment and Training Act (CETA) prime sponsors. Examined in a summary of the YEDPA program experience in fiscal 1978 are the evolving roles of local education agencies in local youth manpower programs, YEDPA clients in 1978, interaction of YEDPA and the Summer Program for Economically Disadvantaged Youth (SPEDY), local accountability, and the difficulties of spending on target in 1978. Planning for 1979 and the dynamics of local change are discussed. Covered next are prime sponsor staff stability and the role of regional offices. The bulk of the report is devoted to case studies of YEDPA programs in the following 12 states: Connecticut, Texas, New Mexico, Michigan, Georgia, Massachusetts, Ohio, Illinois, North Carolina, Oregon, Washington, and California. (Related youth knowledge and development reports are available separately through ERIC—see note.) (MN)

ED 206 867 CE 029 976

Local Mixed Income Testing. Service and Participant Mix. Youth Knowledge Development Report 4.1.

Battle (Mark) Associates, Inc., Washington, D.C. Spons Agency—Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.

Pub Date—May 80

Note—188p.; For related documents see note of CE 029 968.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 029-014-00160-1, \$5.50).

Pub Type—Reports - Evaluative (142) — Reports - Research (143)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Adolescents, Adults, *Demonstration Programs, *Disadvantaged Youth, Economically Disadvantaged, Educationally Disadvantaged, *Employment Programs, Experimental Programs, *Family Income, Federal Programs, Low Income, Program Effectiveness, Program Evaluation, Research Methodology, Research Needs, Research Problems, Research Projects, *Youth Employment, Youth Programs

Identifiers—*Comprehensive Employment and Training Act, *Mixed Income Testing, Youth Employment and Demonstration Projects Act

This volume is one of the products of the knowledge development effort implemented under the mandate of the Youth Employment and Demonstration Projects Act of 1977. It is a report of an assessment study designed to determine the status and results of the implementation of mixed income experiments at 47 Comprehensive Employment and Training Act (CETA) sites during fiscal years 1978 and 1979. Mixed income experiments are designed to test whether and/or to what extent income-eligible youth benefit from working with and being trained alongside nonincome-eligible youth, as opposed to receiving the same services in projects where all participants are income eligible. Data were collected from program plans and project reports, telephone inquiries to prime sponsors, and site visits. The conduct of these mixed income experiments and their individual findings vary significantly, making any aggregate analysis difficult. Each of the tests in varying degrees failed to meet accepted practices in research methodology, and therefore the results of this knowledge effort are inconclusive. From what operational data were gathered, however, no conclusive evidence of benefit to youth participants was shown, and no change in low-income guidelines for participants is warranted. The mixed income hypothesis, however, does warrant further investigation. It is recommended that future experimental efforts follow stricter research guidelines. (The report includes a brief case study of the tests conducted.) (Other youth knowledge development reports are available through ERIC—see note.) (KC)

ED 206 868 CE 029 977

Argento, Barry J. And Others

Alternative Education Models—Preliminary Findings of the Job Corps Educational Improvement Effort. Education and Training Approaches. Youth Knowledge Development Report 5.2.

Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.

Pub Date—May 80

Note—266p.; Some tables will not reproduce well due to small print. For related documents see note of CE 029 968.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 029-014-00162-7, \$6.50).

Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Adult Basic Education, Basic Skills, *Computer Assisted Instruction, *Computer Managed Instruction, Computer Oriented Programs, Conventional Instruction, Demonstration Programs, Disadvantaged Youth, *Educational Improvement, Elementary Secondary Education, Employment Programs, Federal Programs, Individualized Instruction, Job Training, Mathematics Instruction, Models, *Nonschool Educational Programs, *Nontraditional Education, *Outcomes of Education, Program Effectiveness, *Reading Improvement, Reading Instruction, Student Attitudes, Teaching Methods, Youth Programs

Identifiers—*Job Corps, Youth Employment and

Demonstration Projects Act

This volume is one of the products of the knowledge development effort implemented under the mandate of the Youth Employment and Demonstration Projects Act of 1977. This interim report describes the background and structure of the Educational Improvement Effort (EIE) of the Job Corps, as well as the preliminary findings for the first cohorts of participants and controls in the models of EIE implemented earliest. The EIE follows a logical sequence, beginning with a survey of the varying teaching methods and policies within Job Corps centers as well as a review of past evaluation literature. Cooperatively with the education community, exemplary education approaches outside Job Corps were assessed for applicability for disadvantaged youth in a center environment. The most promising models were then implemented and Job Corps members were randomly assigned to the models and to traditional Job Corps offerings. Assessment of both types of programs yielded findings that are remarkable if they hold up over time. The tested gain rates of Corpsmembers in regular programs exceed both public school averages and the lower learning rates previously achieved by the Corpsmembers in school. The gain rates also exceed those documented for Job Corps in the past. The evidence on the relative effectiveness of traditional and innovative approaches is limited now, but it does appear that some alternatives are promising, particularly, computerized instruction. It is clear that the individualized, self-paced instructional approach used in Job Corps can positively affect learning rates of even the most disadvantaged youth. (KC)

ED 206 869 CE 029 978

Enhanced Work Projects—The Supported Work Approach for Youth. Youth Work Experience. Youth Knowledge Development Report 7.3.

Manpower Demonstration Research Corp., New York, N.Y.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.

Pub Date—May 80

Note—448p.; Some tables will not reproduce well due to small print. For related documents see note of CE 029 968.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 029-014-00171-6, \$8.50).

Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC18 Plus Postage.

Descriptors—Adolescents, Adults, *Cost Effectiveness, *Delinquency, *Demonstration Programs, *Dropout Programs, Dropouts, Employment Programs, Federal Programs, Minority Groups, *Program Effectiveness, Unemployment, Work Experience Programs, *Youth Employment

Identifiers—*Supported Work Programs, Youth Employment and Demonstration Projects Act

This volume is one of the products of the knowledge development effort implemented under the mandate of the Youth Employment and Demonstration Projects Act of 1977. The report focuses on the young school drop-out portion only of the supported work experiment, which also included offenders, ex-addicts, and welfare recipients. The goal of supported work is to aid groups of people with well-established employment difficulties to obtain and keep a regular job; in addition, it aims to reduce welfare dependence, drug use, and criminal activity. Between April 1975 and July 1977, five of the demonstration sites—Atlanta, Hartford, Jersey City, New York, and Philadelphia—participated in the supported work evaluation sample. They enrolled 1,244 unemployed 17- to 20-year-old high school dropouts, offering a randomly selected subset of the enrollees employment in a supportive environment for up to 12 or 18 months, and assistance in finding other employment as their program eligibility ended. Data were gathered for 18 months for 861 youths, although only 153 youths who enrolled in the sample prior to April 1976 completed an interview at 36 months. Thus, longer-term impacts of supported work are uncertain. The general conclusions from this study are that the availability of a supported work job had short-run impacts on employment and, consequently, on dependence on public assistance, but that the program does not appear to have mitigated the long-run employment problems of these youths. Furthermore, the project had no impact on youths' drug use or their participation in crime. Therefore, supported work does not

appear to be well-suited to ameliorating the employment problems of young dropouts; and the net cost of the program is high. (KC)

ED 206 870 CE 029 979
Jobs and Community Improvements—A Handbook for Enhanced Work Projects. Implementation Issues. Youth Knowledge Development Report 8.1.

Corporation for Public/Private Ventures, Philadelphia, Pa.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.

Pub Date—Jun 80
Note—145p.; For related documents see note of CE 029 968.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 029-014-00176-7, \$5.00).
Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Adolescents, Adults, *Demonstration Programs, *Disadvantaged Youth, Economically Disadvantaged, *Employment Programs, Federal Programs, *Program Development, Program Effectiveness, *Program Implementation, Youth Employment

Identifiers—*Ventures in Community Improvement Project, *Youth Employment and Demonstration Projects Act

This volume is one of the products of the knowledge development activities mounted in conjunction with research, evaluation, and development activities funded under the Youth Employment and Demonstration Projects Act of 1977. Based on the Ventures in Community Improvement (VICI) "enhanced" job training/job placement approach, which used longer-term training, enriched supervision, and extensive planning and greater cost (but also generated positive results as compared to "regular" local projects), this how-to-do-it manual provides common sense guidance on the steps needed to conduct a successful enhanced project. In the first chapter, the VICI model is explained and dissected and its successful elements and programmatic components considered. Chapter 2 describes briefly four kinds of VICI projects currently operating, explains how to form links among the model planners, and suggests kinds of training programs and sources of funds that might be tried. Chapter 3 discusses three important elements: fiscal planning, project links, and project management. In Chapter 4, an array of practical tips on start-up, fiscal management, payroll, cost estimation, and other daily matters are offered; while in chapter 5 recruiting both staff and trainees is explained. Chapter 6 synthesizes from the previous material answers to the most frequently asked questions about VICI-type projects, while the appendices to the manual include other information the planner and manager will need, such as sample forms and reports, purchase order forms and procedures, participant rules and regulations, explanation of the VICI work valuation formula, and sample VICI placement strategies. (KC)

ED 206 871 CE 029 980
Improving the Implementation of YEDPA Programs. Implementation Issues. Youth Knowledge Development Report 8.6.

Brandeis Univ., Waltham, Mass. Center for Public Service.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.

Pub Date—May 80
Note—132p.; For related documents see note of CE 029 968.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 029-014-00181-3, \$5.00).
Pub Type—Reports - Descriptive (141) — Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Adolescents, Adults, Case Studies, *Demonstration Programs, *Disadvantaged Youth, *Employment Programs, Federal Programs, *Job Training, *Program Effectiveness, *Program Implementation, Success, Youth Programs

Identifiers—*Youth Employment and Demonstration Projects Act

This study reports on one of the knowledge development activities conducted under the Youth Em-

ployment and Demonstration Projects Act of 1977 (YEDPA). The report contains findings of an analysis of nine YEDPA projects and the factors that contributed to effective implementation of these programs. The study compares discrete projects with different goals and objectives and identifies the successful implementation measures. The following common features of successfully implemented programs were found: (1) programs were conceptualized and designed as well as administered by local personnel; (2) all participating institutions cooperated because each benefits from the program; (3) potential pitfalls are thought through in advance so that responses are available rapidly; (4) projects are built on ideas that have already been tested locally and delivered by institutions of demonstrated effectiveness; (5) feedback and evaluation are built in from the beginning and results are used; each project has a problem solver; (6) persons with significant contacts in two or more institutional arenas required for program success are involved in key ways; (7) the projects tend to consider all elements necessary to make the activity succeed, especially emphasizing job placement from the outset. It was recommended that these success factors be taken into account when planning for the implementation of other YEDPA projects. (Detailed case studies of the nine programs are included in the report.) (KC)

ED 206 872 CE 029 984

Peltier, Wanda Jo

Displaced Homemakers: Vo-Tech Workshop Guide.

Women's Resource Center, Inc., Norman, Okla. Spons Agency—Women's Educational Equity Act Program (ED), Washington, D.C.

Pub Date—81
Note—306p.
Available from—The WEEA Publishing Center, Educational Development Center, 55 Chapel St., Newton, MA 02160 (\$10.75).

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Vocational Education, *Assertiveness, Behavioral Objectives, Communication Skills, Curriculum Guides, Decision Making, *Displaced Homemakers, Employed Women, *Job Search Methods, Learning Activities, Males, *Money Management, *Peer Counseling, Problem Solving, *Self Concept, Self Esteem, Tests, Values Clarification, Vocational Maturity, Women's Education

Identifiers—*Time Management

Written for displaced homemaker programs in vocational-technical schools, this curriculum contains material designed so that instructors can prepare student manuals appropriate to almost any educational support situation for displaced homemakers. An overview provides information on special needs groups, curriculum use, and resources and sample publicity materials and intake form. Materials are divided into three categories, which are organized into units. Section and unit titles include Orientation (Preliminaries, History and Role of Women in the Work World), Self-Image (Self-Appreciation, Values Clarification, Decision Making and Practical Problem Solving, Communications), and Training (Assertiveness Training I, Managing Resources-Time and Money, Job Readiness, Assertiveness Training II, Peer Counseling). The unit, Preliminaries, contains a get-acquainted exercise and assessment form. Each of the other units follows this format: unit objective, specific objectives, suggested activities, list of necessary instructional materials, references, information sheet, assignment sheets, unit test with answers, and survey (unit evaluation). Except for Assertiveness Training II, each unit is self-contained and can be used without reference to other units. (YLB)

ED 206 873 CE 029 985

Cepica, M. J. And Others

Proceedings of the Annual Southern Research Conference in Agricultural Education (30th, Lubbock, Texas, July 21-23, 1981).

Texas Tech Univ., Lubbock. Dept. of Agricultural Education.

Pub Date—81
Note—128p.

Available from—Texas Tech University, Agricultural Education Department, Box 4169, Lubbock, TX 79409 (\$5.00).

Pub Type—Collected Works - Proceedings (021) — Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Agricultural Education, Agricultural Engineering, Agricultural Occupations, Agricultural Production, College Choice, Computer Oriented Programs, *Educational Research, Followup Studies, Higher Education, Job Analysis, Research Methodology, *Research Problems, Safety Education, Secondary Education, Student Attrition, Student Teachers, Teacher Attitudes, *Teacher Education, Telecommunications, *Vocational Education, Vocational Education Teachers

Identifiers—Emerging Occupations

These proceedings contain 20 presentations and reports made during the 30th Annual Research Conference in Agricultural Education in Lubbock, Texas. The keynote address on importance of research to agricultural education is followed by 16 research papers reporting on analysis of student teacher morale before and after student teaching; identification of emerging occupations in vocational agriculture; comparison of job analysis techniques; relationships between program evaluation statements and respondent demographic characteristics; association of selected characteristics with average net income from supervised project programs of production agriculture students; assessment of agricultural mechanics safety instruction in agricultural teacher education programs; followup of agricultural education graduates; pilot study of telecassette energy information service; development of computer-based program to show longitudinal trends of teacher and program characteristics in vocational agriculture; wheat producers' awareness, attitudes, and practices concerning integrated pest management and production problems; teachers' reactions to and use of nursery operations materials; vocational agriculture teachers' attitudes to students' college selection; vocational agriculture instructor's role as community agriculture leader; factors affecting student attrition in production vocational agriculture programs; reader perceptions of agricultural education leadership newsletter; and influence of verbal and nonverbal communication on teaching effectiveness. Three addresses concern integrating teaching and research, determining sample size, and grantsmanship. (YLB)

ED 206 874 CE 029 989

Oversight of the Domestic Volunteer Service Act, 1981. Hearing before the Subcommittee on Aging, Family and Human Services of the Committee on Labor and Human Resources, United States Senate, Ninety-Seventh Congress, First Session (April 9, 1981).

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

Pub Date—81
Note—163p.; Not available in paper copy due to small print.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Citizen Participation, Federal Government, Federal Legislation, Federal Programs, Hearings, *Human Services, *Older Adults, Poverty, *Public Agencies, *Voluntary Agencies, *Volunteers

Identifiers—*ACTION (Agency), Congress 97th, *Domestic Volunteer Service Act, Older American Volunteer Programs, Service Learning, Special Volunteer Demonstration Programs, Volunteers in Service to America

This is a report of a hearing on April 9, 1981, before the Subcommittee on Aging, Family, and Human Services of the Committee on Labor and Human Resources, United States Senate, on examination of the Domestic Volunteer Services Act. The focus is reauthorization of this act that provides the statutory base for ACTION and its domestic volunteer programs—VISTA, service-learning, special volunteer demonstration, and older American volunteers. Testimony includes statements, prepared statements, an article, and responses to questions from Dana Rodgers, Jr., Acting Director, ACTION; Gene Pasymowski, an ACTION district director in Pennsylvania; and individuals representing the American Jewish Committee; Friends of VISTA; Retired Senior Volunteer Program; National Association of Retired Senior Volunteer Program Directors, Inc.; National Association of Senior Companion Project Directors; National Center for Urban Ethnic Affairs; National Citizens' Coalition for Nursing Home Reform; National So-

ciety for Internships and Experiential Education; Senior Companion Program Directors Association; and United States Catholic Conference. (YLB)

ED 206 875 CE 029 992

Making Experience Count in Sex Equity Programs. A Guide to Help State Sex Equity Coordinators Work with Employers and Adult Women to Further the Recognition of Women's Job-Relevant Life Experience Learning.

Educational Testing Service, Princeton, N.J.
Spons Agency—Office of Education and Employment (ED), Washington, D.C.

Pub Date—Sep 81

Contract—300-78-0594

Note—89p.; For related documents see ED 147 371, ED 148 429, ED 160 772, ED 189 335, ED 192 041-042, CE 029 406, CE 029 474, and CE 029 993.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Adult Education, *Experience, *Experiential Learning, *Females, *Identification, *Job Analysis, *Job Performance, *Job Placement, *Job Skills, *Personnel Evaluation, *Personnel Selection, *Portfolios (Background Materials), *Recruitment, *Sex Fairness, *Work Experience

Identifiers—Monitoring, Project ACCESS

This guide is intended to help state sex equity coordinators learn more about adult women's life experiences and the skills, knowledge, and abilities they develop through them. It also shows the coordinators how to help employers determine job relevance of adult women's life experience learning. Chapter 1 overviews life experience learning, while chapter 2 describes typical life experiences of adult women. Chapter 3 reviews research on job relevance of women's experiential learning. Chapter 4 outlines a process for employer use in identifying adult women with job-relevant experience and skills. Implementation of the process is detailed in chapters 5-8. Chapter 5 focuses on occupation/job analysis involving identifying job skills, rating job skills, and deciding hiring requirements. In chapter 6 are discussed selection and use of assessment methods to determine if adult women have the necessary type and level of skill. Chapter 7 focuses on recruitment. Chapter 8 discusses monitoring and evaluating the job performance of women placed. Appendixes, amounting to approximately one-half of the guide, include Project ACCESS Experience Description Summary form, job analysis guide, employment assessment rating form, and employee rating form. (YLB)

ED 206 876 CE 029 993

Making Experience Count in Vocational Education. A Guide to Help Vocational Educators Identify and Provide Recognition to Adult Women Who Have Vocationally-Relevant Life Experience Learning.

Educational Testing Service, Princeton, N.J.
Spons Agency—Office of Education and Employment (ED), Washington, D.C.

Pub Date—Sep 81

Contract—300-78-0594

Note—111p.; For related documents see note of CE 029 992.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Adult Vocational Education, *Credits, *Experience, *Experiential Learning, *Females, *Portfolios (Background Materials), *Skill Analysis, *Skills, *Student Evaluation, *Student Placement, *Student Recruitment, *Womens Education, *Work Experience

Identifiers—Monitoring, Project ACCESS

This guide is intended to help vocational educators learn more about adult women's life experiences and the skills, knowledge, and abilities they develop through them. It also shows how to assess experiential learning to provide better career counseling and give academic credit or improved course placements. Chapter 1 overviews life experience learning, while chapter 2 describes typical life experiences of adult women. Chapter 3 describes methods and materials for accrediting life experience learning. In chapter 4 a process is outlined for vocational educator use in identifying and providing credit for life experience learning. Details of the process are provided in chapters 5-9. Chapter 5 focuses on analysis of the vocational education program and courses involving identifying skills, rating skills, and deciding credit-for-experience requirements. In chapter 6 is discussed planning assessment of vocational education skills. Chapter 7

focuses on recruitment. Chapter 8 explains screening applicants for experiential learning credit and the assessment. Monitoring and evaluating student performance are described in chapter 9. Appendixes, amounting to approximately one-half of the guide, include Project ACCESS Experience Description Summary form, a 12-step process for awarding credit for life experience learning, sample vocational education skill description materials, and prototype rating scales. (YLB)

ED 206 877 CE 029 995

Baskett, H. K., Ed. Taylor, W. H., Ed. Continuing Professional Education: Moving into the 80's. Conference Proceedings (Calgary, Alberta, October 22-24, 1980).

Calgary Univ., Alberta. Faculty of Continuing Education.

Pub Date—[May 81]

Note—104p.

Available from—Faculty of Continuing Education, University of Calgary, 2500 University Dr., Calgary, Canada, T2N 1N4 (\$8.50).

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Definitions, Educational Administration, *Educational Needs, *Educational Trends, *Futures (of Society), *Institutional Cooperation, *Lifelong Learning, *Postsecondary Education, *Professional Continuing Education, *Professional Development, *Professional Occupations, *Professional Personnel, *Program Development

This publication contains addresses on continuing professional education given at a conference at the University of Calgary (Canada) in October, 1980. Themes of the conference speakers included the need for continuing professional education and the content and delivery of such education. In an opening address, J. Roby Kidd discussed the meaning of "professional" and predicted the trends in continuing professional education in the 1980s. Following this address, Alan B. Knox reported on a study of university-based continuing professional education efforts in five fields—medicine, pharmacy, social work, education, and law. He noted that organizational aspects of each of these educational efforts can be useful for other professions' efforts in continuing education. The pros and cons of making continuing professional education mandatory then were debated by Floyd Pennington, who concluded that the benefits of mandatory CPE cannot be documented. In the next address, H. K. Baskett and Christopher W. Day proposed that reliance on program planning notions and ideas about andragogy as currently held result in education inconsistent with the true needs and learning behaviors of professionals, and that the inconsistencies in current theories should be examined to improve continuing professional education. Following a panel discussion on cooperation and competition in the delivery of continuing professional education, J. Roby Kidd ended the conference with a summary of the recurrent remarks and themes heard during the meeting. (Descriptions of nine workshops held at the conference are included in the report.) (KC)

ED 206 878 CE 029 998

Guffey, Mary Ellen Erickson, Lawrence W. Business Office Practices Involving the Typewriter with Implications for Business Education Curricula. Monograph 136.

South-Western Publishing Co., Cincinnati, Ohio.

Pub Date—Apr 81

Note—46p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Educational Background, Educational Research, Employee Attitudes, Equipment Utilization, *Job Analysis, *Job Development, *National Surveys, *Occupational Information, *Occupational Surveys, *Office Occupations Education, *Secretaries, *Shorthand, *Typewriting

Identifiers—*Word Processing
To test relevance of learning activities in typewriting classrooms, a nationwide study identified and analyzed current office practices involving use of the typewriter. A sample of 802 typists, stenographers, secretaries, word processing specialists, and others who used the typewriter completed a questionnaire covering demographic data, elements of the typewriting production process, equipment usage, dimensions of job change, and reaction to preparation for employment. Work samples verified responses and provided information on materials

used and format that was not readily ascertained from survey data. Respondents ranged in age from 18-70 years and 99% were females. Nearly half had a high school education or less; 38% had 1-2 years postsecondary education. Over half devoted 51-100% of working time to typewriting activities. Typewriting tasks were reported in five categories: letters, memoranda, reports and manuscripts, business forms, and tables. Primary source of content was handwriting. The most frequent method of error correction was liftoff correction. Photocopying was the most frequent method of making copies. Nearly half reported they used personal judgement in determining format of letters, memoranda, and tables that they typed. (Implications for business education curriculum are discussed for each area of data analyzed. Forty-eight data tables are provided.) (YLB)

ED 206 879 CE 029 999

Cooley, Max G. Continuing Education for Business. Monograph 134.

South-Western Publishing Co., Cincinnati, Ohio.

Pub Date—Nov 79

Note—68p.

Pub Type—Guides - Non-Classroom (055) — Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Adult Education, *Business Education, *Career Development, *Career Education, *Community Resources, *Competency Based Education, *Continuing Education, *Educational Change, *Educational Objectives, *Females, *Futures (of Society), *Guidance Programs, *Lifelong Learning, *Media Selection, *Minority Groups, *Program Development, *Publicity, *Secondary Education, *Statewide Planning

Designed to review the changing pattern of adult education, this monograph focuses attention on the current situation and pivotal points of change confronting business educators. A discussion of philosophical foundations in adult education for business in chapter 1 provides definitions and discusses transition in adult education and importance of local efforts. Selected educational changes that will affect programs and delivery systems in adult education are reviewed. Chapter 2 considers the lifelong aspect of business education that incorporates the idea of education for vocational use, everyday living, economic education, and consumer education. The overview of adult business education at secondary and postsecondary levels in chapter 3 examines state planning for education; impact of lifelong learning, competency-based education, and innovative changes; and development of special programs for women and minorities. Chapter 4 addresses program planning and promotion, including business teachers as community resources, determining extent of adult education in the community, advisory boards, and marketing strategies, advertising, and promotion. Focus of chapter 5 is such guidance services for adults as career consulting and referral, placement, and followup. The final chapter concentrates on methods and materials. Readiness to learn and selection of materials and aids are discussed. (YLB)

ED 206 880 CE 030 001

Final Report of an Expansion of a Model for Development of Proficiency/Equivalency Tests for Clinical Laboratory Personnel, July 1, 1980-June 30, 1981.

New Jersey Coll. of Medicine and Dentistry, Newark. School of Allied Health Professions.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date—Jun 81

Note—531p.

Pub Type—Reports - Descriptive (141) — Tests/Questionnaires (160)

EDRS Price - MF02/PC22 Plus Postage.

Descriptors—*Allied Health Personnel, *Competence, *Equivalency Tests, *Guidelines, *Higher Education, *Job Skills, *Microbiology, *Models, *Postsecondary Education, *Statewide Planning, *Test Construction, *Testing, *Test Norms, *Test Validity, *Vocational Education

Identifiers—*Hematology
A project was conducted to expand a previously developed model for developing proficiency/equivalency tests to evaluate previously acquired knowledge and skill competencies in the areas of clinical microbiology and clinical hematology. Designed for a target group consisting of on-the-job trainees, military personnel, and medi-

cal laboratory technicians at the associate degree level, the tests measured competencies already achieved as a prerequisite for placement in an existing medical technology baccalaureate-level program. Project activities included compiling and evaluating level statements of competencies and objectives for clinical microbiology personnel, writing and compiling test questions based on these competencies, and revision and renorming of clinical hematology examinations and will include the norming of the microbiology exam in spring 1982. The design and evaluation phases of the project have been completed successfully, and the dissemination phase is still on-going. (Appended to the report are the content grids, examination forms, and test keys of the microbiology and hematology examinations, a proctor's manual and other procedural forms, and statistical data from the hematology renorming.) (MN)

ED 206 881 CE 030 002

Odo, Carol F. Nakahara, Joyce Y.

A Plan for Sex Equity in Postsecondary Vocational Programs, State of Hawaii.

Hawaii Univ., Honolulu. Office of the State Director for Vocational Education.; Hawaii Univ., Manoa. Industrial Relations Center.

Pub Date—Sep 81

Note—122p; Some pages may not reproduce clearly.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Access to Education, Affirmative Action, Career Education, *Community Colleges, Demonstration Programs, *Educational Policy, Enrollment Trends, Females, Males, Nondiscriminatory Education, *Nontraditional Occupations, Pilot Projects, Program Development, Program Implementation, *Sex Fairness, Sex Stereotypes, *State Programs, Student Recruitment, Two Year Colleges, *Vocational Education, Workshops

Identifiers—Hawaii

Pilot projects to achieve sex equity in vocational programs at the community colleges of Hawaii have existed on an individual campus basis since 1977. The plan contained in this document continues the sex equity efforts of the community colleges and provides a new approach—based on systemwide coordination—to reducing sex bias and stereotyping in vocational programs. It seeks to effect a better balance of female and male students in programs that are nontraditional to their sex by integrating the efforts at all seven campuses. After an introduction to the Plan and its objectives in Section 1, Section 2 of this report describes the plan, specifying goals and objectives, and how to achieve them. Section 3 provides the rationale for the plan, i.e., an analysis and assessment of the problem including enrollment data, sex equity barriers, and pilot projects attempted that the plan is intended to address. In the last section, the actual documents and list of references reviewed in the problem assessment are included, along with suggested activities to promote sex equity in the college vocational education programs. Appendixes contain workshops and projects that can be replicated for use in carrying out the sex equity plan. (KC)

ED 206 882 CE 030 003

Klein, Myra Sobkowski, Shawn

Final Report of the Vocational Rehabilitation Project (SREG 116), November 1980-June 1981, Part I.

Rutgers Medical School, Piscataway, N.J. Community Mental Health Center.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date—Jun 81

Note—177p; Some pages will not reproduce well due to blurred print. Appendix B may be marginally legible. For a related document see CE 030 004.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Attitude Measures, Career Development, Demography, *Employment Level, Followup Studies, Individual Characteristics, Longitudinal Studies, Mental Disorders, *Schizophrenia, Self Concept, Self Esteem, Social Adjustment, *Test Reliability, *Test Validity, *Vocational Rehabilitation

Identifiers—Bellaks Ego Functioning Scale, Katz Social Adjustment Scale, Modified Rosenberg

Self Esteem Scale, *Vocational Assessment, Vocational Assessment Project, *Vocational Rehabilitation Project, Work Related Activities Scale

A study examined the reliability and predictive validity of a number of measures designed for the vocational assessment of schizophrenic persons. Also examined in the longitudinal study were the relationships of these measures to each other and to employment status. Eighty-nine of the subjects who had participated in an earlier vocational assessment project and who had attended rehabilitation programs at the Community Mental Health Center of Rutgers Medical School were contacted for a one-year followup study. This longitudinal assessment included the compilation of biographical data (sex, age, education, religion, employment status, and race); a complete employment history; and administration of several instruments (the Modified Rosenberg Self-Esteem Scale, the SCL-90, the Work Related Activities Scale, the Katz Social Adjustment Scale, and Bellak's Ego Functioning Scale). Based on the results of various regression techniques, all of the measures (with the exception of the SCL-90) were found to be valid and reliable. In addition, self-esteem was found to be an important variable in the rehabilitation process. The findings of the project suggest several ways that the vocational assessment process and rehabilitation programs could be improved. (The second part of this report is available separately through ERIC—see note.) (MN)

ED 206 883 CE 030 004

Larsen, Mary V.

Final Report of the Vocational Rehabilitation Project (SREG 116), November 1980-June 30, 1981, Part II.

Rutgers Medical School, Piscataway, N.J. Community Mental Health Center.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date—Jun 81

Note—187p; For a related document see CE 030 003.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Administrator Attitudes, Career Choice, Career Counseling, Career Development, Comparative Analysis, Demography, Drug Therapy, Educational Objectives, Employment Level, Employment Patterns, Field Tests, Individual Characteristics, Learning Activities, Motivation, Program Descriptions, *Program Development, *Program Effectiveness, Questionnaires, *Schizophrenia, Staff Development, Student Attitudes, Student Educational Objectives, Success, Surveys, Teacher Attitudes, *Vocational Rehabilitation

Identifiers—Goal Attainment Scale, New Jersey, Vocational Assessment, *Vocational Rehabilitation Project

A study compared three New Jersey vocational rehabilitation programs serving schizophrenic clients to identify program strengths and successes in vocationally rehabilitating schizophrenic clients. The effective program elements were then related to the variables found to have a significant impact on rehabilitation outcome according to previous research and vocational theory. A total of 59 severely psychiatrically disabled clients and 71 staff and administrators from three sites were interviewed. Used to collect data were a pre-visit questionnaire; administrator, staff, and client interview schedules; and the Goal Attainment Scale. Data were collected in the following six areas: descriptive information about the samples, clients' motivation, client and staff goals, activities effectively meeting client and staff goals, program elements facilitating client career maturity, and program elements affecting client employment status. As a result of the compilation of data from the various interviews conducted at the evaluation sites, a total of 16 recommendations were made in six areas for use in constructing a model vocational rehabilitation program. These areas are assessment, motivation, career development, work, counseling, staff development, and medication. (The first part of this project report, which deals with the reliability of measures for the vocational assessment of schizophrenics is available separately through ERIC—see note.) (MN)

ED 206 884 CE 030 005
Final Report of Nursing Transition: A Process to Facilitate Career Mobility, July 1, 1980-June 30, 1981.

Brookdale Community Coll., Lincroft, N.J. Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date—Jun 81

Note—184p.

Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Advanced Placement Programs, *Articulation (Education), Career Ladders, *Curriculum Development, Educational Planning, Equivalency Tests, Institutional Cooperation, *Nurses, *Nursing Education, Occupational Mobility, Program Content, *Transfer Programs, Two Year Colleges, Vocational Education

Identifiers—Brookdale Community College NJ

A program was developed to facilitate the transition of Licensed Practical Nurses (LPNs) into a program to become registered nurses (RNs) and acquire an associate degree in allied health at Brookdale Community College (New Jersey). A committee of four nursing faculty compared the curriculum of an exemplary practical nursing program with Brookdale's first-year courses and developed a three-phase process—Advanced Placement Seminar I, Advanced Placement Seminar II, and Nursing—to allow LPNs to enter the second year of the RN nursing education program. The content of the seminars built upon prior learning and filled in the identified gaps in the two levels of education. The science faculty developed two comparable seminars for the anatomy and physiology courses. A process was developed to enable the LPNs to earn credit by examination in these courses, which provides them with the strongest possible transcript if they wish to continue beyond the associate degree. Included in both nursing and science were class and college lab instruction and hospital practice and testing for the nursing component. At the completion of each phase, students were tested. Group and individual counseling sessions were held when indicated. The first enrollees in the program were enthusiastic about the program; it is expected that this new career mobility opportunity will enhance enrollment in the local vocational school for practical nursing and in the community college, where the transition program may be held more often. (Appendix B, which constitutes over half the document, contains unit outlines and performance check lists.) (KC)

ED 206 885 CE 030 008

Final Report of Project V.G.I.P., July 1, 1980-June 30, 1981.

Educational Improvement Center-South, Sewell, N.J.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date—Jun 81

Note—38p.

Pub Type—Reports - Descriptive (141) — Reports - Research (143)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Academically Gifted, Administrator Attitudes, Career Counseling, *Career Development, Career Guidance, Consortia, Educational Diagnosis, Educational Planning, Guides, *Inservice Teacher Education, *Material Development, Needs Assessment, *Program Development, Program Effectiveness, Questionnaires, School Counselors, School Districts, Secondary Education, Statewide Planning, Student Attitudes, Student Evaluation, Student Needs, Surveys, Talent, Teacher Attitudes, Teaching Methods, *Vocational Education

Identifiers—Career Development Needs Survey, I Gate Survey of Gifted and Talented Programs, New Jersey, *Project VGIP

Designed to help South Jersey school districts address the vocational developmental needs of their secondary gifted students, the Vocational Guidance/Instructional Program for Gifted/Talented Vocational Students (Project VGIP) involved a flexible consortium and development of a handbook of vocational counseling and teaching strategies for gifted vocational students. (Following an assessment of the counseling and instructional needs of gifted vocational students via the I-Gate Survey of South Jersey Gifted and Talented Programs and the Career Development Needs Survey, a total of 10 South Jersey counselors and educators participated in inservice training programs at four sites.) Project activities conducted during the inservice training

program included a 10-day planning and development session, identification of the student population, administration of a needs assessment for each district community, and evaluation of the product developed. Participants in the inservice training program acquired the skills to facilitate a team approach for development of a model vocational guidance and instructional program for gifted vocational students in their own districts. Evaluation of the project by an evaluation consultant, a curriculum consultant, and project participants indicated that the combination of inservice training, consortium-developed products, and dissemination of the products was highly cost effective and efficient. (MN)

ED 206 886 CE 030 009
Preparation of Secondary and Post-Secondary Students for Entry-Level Employment in the Shell Fishing Industry. Final Report, July 1, 1980-June 30, 1981.

Cape May County Vocational Schools, N.J.
Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date—Jun 81

Note—56p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Career Counseling, Conservation (Environment), *Entry Workers, Environmental Education, *Fisheries, Food, Food Processing Occupations, Food Service, Food Standards, Job Placement, *Job Skills, *Job Training, Postsecondary Education, Program Development, *Program Effectiveness, Secondary Education, Vocational Education

Identifiers—*Marine Science Aquaculture Project, *Shell Fishing

The Marine Science Aquaculture Project is a program designed (1) to provide secondary and postsecondary students with job entry-level skills for employment in the shell fisheries industry; (2) to give students instruction and hands-on experience in the fundamental processes of seeding shell beds, monitoring and recording growth, and harvesting and marketing the mature product; (3) to develop and encourage continuous presentation of unpolluted areas for aquaculture purposes; and (4) to assist project graduates in contributing to the future development of the industry. Included among project procedures were the following activities: revision of an existing marine environmental occupations program; identification of area specialists to provide additional information; involvement of project instructors and students in collecting, growing, and harvesting shell fish; field trips to polluted and unpolluted shell fish areas; trips to other marine and aquaculture programs; career counseling and job placement of project students; and introduction of project students to the services of public and private organizations related to the industry. Data from a project-developed performance test and a vocational student profile for shell fishing occupations attested to the project's effectiveness. In addition, 50 percent of the project's first-year participants found employment in the field or related fields. (MN)

ED 206 887 CE 030 011
K-14 Goal Matrix. Career-Vocational Development Profile. An Educational Planning Resource. Second Draft.

Educational Improvement Center of Northwest New Jersey, Morris Plains.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date—Dec 80

Note—29p. For related documents see CE 030 012-014.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Career Change, *Career Education, Communication Skills, Community Responsibility, Competence, Computation, *Curriculum Guides, Decision Making Skills, *Educational Objectives, *Educational Philosophy, Education Work Relationship, Elementary Secondary Education, Experiential Learning, *Instructional Program Divisions, Interests, Interpersonal Competence, Job Skills, Learning, Leisure Time, *Matrices, Occupational Information, Occupational Mobility, Political Socialization, Postsecondary Education, Relevance (Education), Self Concept, Social Development, Social Responsibility, Socioeconomic Influences, Vocational Education, Work Attitudes, Work Life Expectancy

This publication proposes the use of a goal-based curriculum to infuse strategies and address goals that meet the career development needs of all students. Its intent is to serve as an example of how outcomes expressed as goals look, developmentally, from grade K through 14. In the matrix, (1) each major goal is broken out into more definitive statements that serve as descriptors of the particular area; (2) each objective is then viewed in terms of grade-level groupings, so that indicators relevant to age-level characteristics or maturation including social are reflected in each one-leading to continuity in the attainment of career competencies; (3) the goals may be addressed in any number of ways, thereby encouraging teachers and counselors to use their own techniques and strategies, their own content, and to adapt each goal or objective. The 10 goals of the matrix cover self-awareness, interpersonal skills, decision making, work habits and attitudes, communication and computation skills, career implications of school subject matter, socio-technological-economic-political understanding, career information, marketable skills and adaptability, and leisure preferences and personal responsibilities. The publication also contains a discussion of career education philosophy and the relationship between career education and vocational education, and references. (Teaching ideas for incorporating the matrix in various grade levels are contained in accompanying documents—see note.) (KC)

ED 206 888 CE 030 012

Douma, Elaine, Comp.

A Career Education Sampler: Teaching Ideas for Grades K-3.

Educational Improvement Center of Northwest New Jersey, Morris Plains.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date—81

Note—311p. For related documents see CE 030 011-014.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—*Career Awareness, Career Change, Career Development, *Career Education, Communication Skills, Community Responsibility, Computation, Decision Making Skills, *Educational Objectives, Educational Resources, Education Work Relationship, Interests, Interpersonal Competence, Job Skills, *Learning Activities, *Learning Modules, Leisure Time, *Lesson Plans, Occupational Information, Occupational Mobility, Political Socialization, Primary Education, Relevance (Education), Self Concept, Social Responsibility, Socioeconomic Influences, Work Attitudes, Work Life Expectancy

This sampler is the product of the Career/Vocational Development Student Profile Project conducted in New Jersey in 1979-80. The purpose of the project was to field test the Career/Vocational Development K-14 Goal Matrix (see note) to see whether the goals, objectives, and indicators are realistic and appropriate for the age/grade levels they represent, and to determine whether a teacher could teach to any given indicator as an integral part of the regular classroom instruction. The sampler is made up of lessons or modules suggested and developed by more than 300 teachers and counselors; each can be used as is or adapted to a particular classroom situation. The ideas are meant to aid the teacher in infusing or integrating career-related concepts into the academic, pre-vocational, and vocational settings in order to meet the career development needs of students. The activities in this publication are intended for the K-3 level, and include games, puzzles, and pages to be reproduced and handed out. Each lesson is categorized by subject area competency, skills, and the career development objective of the 10 career development goals to which it relates. (Career development goals, as stated in the matrix, cover the following topics: self-awareness, interpersonal skills, decision making, work habits and attitudes, communication and computation skills, career implications of school subject matter, socio-technological-economic-political understanding, career information, marketable skills and adaptability, and leisure preferences and personal responsibilities.) For each lesson or activity, content, methods, resources, and evaluation items are suggested. (KC)

ED 206 889

Douma, Elaine, Comp.

A Career Education Sampler: Teaching Ideas for Grades 4-6.

Educational Improvement Center of Northwest New Jersey, Morris Plains.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date—81

Note—321p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—*Career Awareness, Career Change, Career Development, *Career Education, Communication Skills, Community Responsibility, Computation, Decision Making Skills, *Educational Objectives, Educational Resources, Education Work Relationship, Interests, Intermediate Grades, Interpersonal Competence, Job Skills, *Learning Activities, *Learning Modules, Leisure Time, *Lesson Plans, Occupational Information, Occupational Mobility, Political Socialization, Relevance (Education), Self Concept, Social Responsibility, Socioeconomic Influences, Work Attitudes, Work Life Expectancy

This sampler is the product of the Career/Vocational Development Student Profile Project conducted in New Jersey in 1979-80. The purpose of the project was to field test the Career/Vocational Development K-14 Goal Matrix (see note) to see whether the goals, objectives, and indicators are realistic and appropriate for the age/grade levels they represent, and to determine whether a teacher could teach to any given indicator as an integral part of the regular classroom instruction. The sampler is made up of lessons or modules suggested and developed by more than 300 teachers and counselors; each can be used as is or adapted to a particular classroom situation. The ideas are meant to aid the teacher in infusing or integrating career-related concepts into the academic, pre-vocational, and vocational settings in order to meet the career development needs of students. The activities in this publication are intended for grades 4-6, and include games, puzzles, poetry, pages to be reproduced and handed out, and group projects. Each lesson is categorized by subject area competency, skills, and the career development objective of the 10 career development goals to which it relates. (Career development goals, as stated in the matrix, cover the following topics: self-awareness, interpersonal skills, decision making, work habits and attitudes, communication and computation skills, career implications of school subject matter, socio-technological-economic-political understanding, career information, marketable skills and adaptability, and leisure preferences and personal responsibilities.) For each lesson or activity, content, methods, resources, and evaluation items are suggested. (KC)

ED 206 890

Douma, Elaine, Comp.

A Career Education Sampler: Teaching Ideas for Grades 7-9.

Educational Improvement Center of Northwest New Jersey, Morris Plains.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date—81

Note—659p. For related documents see CE 030 011-013.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF03/PC27 Plus Postage.

Descriptors—Career Awareness, Career Change, Career Development, *Career Education, Career Exploration, Communication Skills, Community Responsibility, Computation, Decision Making Skills, *Educational Objectives, Educational Resources, Education Work Relationship, Fused Curriculum, Interests, Interpersonal Competence, Job Skills, Junior High Schools, *Learning Activities, *Learning Modules, Leisure Time, *Lesson Plans, Occupational Information, Occupational Mobility, Political Socialization, Relevance (Education), Self Concept, Social Responsibility, Socioeconomic Influences, Work Attitudes, Work Life Expectancy

This sampler is the product of the Career/Vocational Development Student Profile Project conducted in New Jersey in 1979-80. The purpose of the project was to field test the Career/Vocational Development K-14 Goal Matrix (see note) to see whether the goals, objectives, and indicators are realistic and appropriate for the age/grade levels they represent, and to determine whether a teacher could teach to any given indicator as an integral part

of the regular classroom instruction. The sampler is made up of lessons or modules suggested and developed by more than 300 teachers and counselors; each can be used as is or adapted to a particular classroom situation. The ideas are meant to aid the teacher in infusing or integrating career-related concepts into the academic, pre-vocational, and vocational settings in order to meet the career development needs of students. The activities in this publication are intended for grades 7-9, and include games, puzzles, poetry, pages to be reproduced and handed out, and group and individual project ideas. Each lesson is categorized by subject area competency, skills, and the career development objective of the 10 career development goals to which it relates. (Career development goals, as stated in the matrix, cover the following topics: self-awareness, interpersonal skills, decision making, work habits and attitudes, communication and computation skills, career implications of school subject matter, socio-technological-economic-political understanding, career information, marketable skills and adaptability, and leisure preferences and personal responsibilities.) For each lesson or activity, content, methods, resources, and evaluation items are suggested. (KC)

ED 206 891 CE 030 018

Wolfe, Mary Ward, Mary Jane
Final Report of Project S.I.D. (Strength in Differences), July 1, 1980-June 30, 1981.

Burlington County Coll., Pemberton, N.J.
Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date—Jun 81

Note—200p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Exceptional Child Research, *Gifted, *Guides, *Instructional Materials, *Learning, Learning Activities, Program Effectiveness, Secondary Education, Talent, Technical Education, *Vocational Education

Identifiers—*Structure of Intellect

Project S.I.D. (Strength in Differences) had two major objectives: (1) to test the hypothesis that aspects of teaching media used in vocational education courses can correlate positively with aspects of the characteristics and learning styles of gifted and talented students; and (2) to generate a handbook that suggests supplementary activities that may strengthen such a correlation, or may introduce it where it does not currently exist. All teaching materials (texts, syllabi, tests, work sheets, etc.) used in four selected high school programs in a New Jersey comprehensive vocational technical school were analyzed within the framework of the Structure of Intellect model, and a "strength profile" of relevant factors was developed. This "strength profile" was compared with a similar "strength profile" of gifted/talented students developed from the Guilford model (Structure of Intellect) by the SOI Institute, and by corroboration from other studies of the characteristics and learning styles of gifted/talented youngsters. Areas of strong positive correlation were found, as were areas of strong negative correlation. The handbook that was developed focused on areas of moderate correlation in order to strengthen positive effects of supplementary activities. Although the study was conducted on a small sampling of material, it may be interpreted to show that links do exist between vocational education programs and the learning characteristics of gifted/talented students; and that vocational technical schools can fully challenge the most able students in certain areas. (KC)

ED 206 892 CE 030 023

Report of Factors Influencing the Election of Nontraditional Vocational Programs by High School Males. Part I—Related Literature and Procedures.

Rutgers, The State Univ., New Brunswick, N.J.
Douglass Coll.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date—Jun 81

Note—41p.

Pub Type—Information Analyses (070) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Aptitude, Business Education, Career Choice, Cosmetology, Cultural Influences, *Enrollment Influences, Environmental Influences, Females, *Health Occupations, High Schools, Literature Reviews, *Males, *Nontraditional Occu-

pations, *Occupational Aspiration, *Occupational Home Economics, Office Occupations Education, Parent Influence, Personality Assessment, Personality Traits, Research Methodology, Research Problems, Sex Fairness, Sex Stereotypes, Socioeconomic Influences, Vocational Aptitude, Vocational Education

A project was conducted to identify some of the factors that influence male high school students to elect nontraditional vocational programs: home economics-related occupations, health occupations, cosmetology, and business and office practices. It was proposed that this information could be used in the career guidance, recruitment, and retention of nontraditional students in these programs. Information was collected on 95 male and female New Jersey high school students from both vocational and comprehensive high schools. Background information on each student was gathered, and aptitudes and personality characteristics were measured using the Differential Aptitude Test and the Strong Campbell Interest Inventory. Unfortunately, a sufficient number of male students could not be located in the area of cosmetology and business and office practices for valid statistical analysis. Therefore, the preliminary data presented includes only home economics-related occupations and health occupations, and the small numbers of students involved in the study make findings inconclusive. Additional attempts will be made to locate more students, and a more comprehensive analysis of the findings will be reported at that time. (This report contains a review of the literature on factors influencing career choice.) (KC)

ED 206 893 CE 030 025

Final Project Report of Optimizing Vocational Development in the Handicapped, September 1980-June 1981.

Middlesex County Vocational and Technical High Schools, New Brunswick, N.J.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date—Jun 81

Note—19p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—After School Programs, Communication Skills, Community Involvement, Community Services, *Daily Living Skills, *Disabilities, Educational Environment, Employment Potential, Family Environment, Home Economics Skills, Home Management, Interpersonal Competence, Leisure Time, Mainstreaming, Money Management, *Normalization (Handicapped), Parent Counseling, Parent Participation, Program Development, *Program Effectiveness, Program Improvement, Secondary Education, Self Care Skills, Special Education, Systems Approach, *Vocational Education, *Vocational Rehabilitation, Work Environment

Identifiers—Consumer Skills

A project helped handicapped high school students to develop and implement realistic vocational plans and to develop functional skills in various areas associated with independent living. Designed as an evening course open to full time special needs vocational high school students, the program consisted of the following two components: (1) a social interaction group that addressed the problems and conflicts facing handicapped students in their community, school, and home; and (2) an independent living skills program that included individual instruction and practical application of skills in such general areas as travel, grooming, consumer, home living, and leisure time activities. Group leaders, students, and parents all reported significant changes in the attitudes and behavior of participants in the social interaction group. In addition, more than 85 percent of the students involved in the independent living skills program successfully completed the program objectives and demonstrated their ability to function independently in various areas of everyday living. Because of the project's success, curricular changes were recommended to incorporate numerous aspects of this after-school program into in-school special needs programs. (MN)

ED 206 894 CE 030 029

Candelari, Elaine M. And Others

HOSA Competitive Event Guidelines. Health Occupations Students of America. Students with Special Needs.

Merger County Vocational-Technical Schools, Trenton, N.J.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date—80

Note—85p.; Not available in paper copy due to light print.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Allied Health Occupations Education, Competence, *Competition, Dietitians, *Disabilities, First Aid, Guidelines, *High School Students, Housekeepers, Job Search Methods, Job Skills, Laundry Drycleaning Occupations, Mainstreaming, Medical Vocabulary, Nurses Aides, *Student Evaluation, Student Needs, Student Organizations, *Vocational Education

Identifiers—Contests, *Health Occupations Students of America, Hospitality Education

Designed for use by instructors and advisors of handicapped students, this guide presents guidelines for judging the performance of special needs students in Health Occupations Students of America (HOSA) competitive events in eight allied health occupations education areas. These areas are dietetics, first aid, hospitality, housekeeping, job seeking skills, laundry service, nursing assistants, and terminology/abbreviation. Discussed in the individual sections are the: purpose of the competition, eligibility, dress, rules, equipment and materials, contest format, rating sheets, and suggestions for implementing the competition. Lists of suggestions to help teachers involve special needs students in HOSA competitive events and general suggestions for conducting contests are provided. Included among contest events are such activities as naming basic food groups, setting tables, executing first aid procedures, performing various housekeeping tasks, writing a resume, taking an interview, identifying laundry marks, sorting and folding clothes, making a bed, and explaining abbreviations. (MN)

ED 206 895 CE 030 038

Green, C. Paul Burkhalter, Wayne

Alcohol Fuel Production for Vocational Students:

Secondary, Postsecondary.

Navarro Coll., Corsicana, Tex.

Spons Agency—Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date—81

Note—207p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Agricultural Education, Agricultural Production, Behavioral Objectives, Chemistry, Curriculum, Curriculum Guides, Definitions, Economics, Engineering, *Fuels, *Learning Modules, Microbiology, Postsecondary Education, *Production Techniques, Secondary Education, *Vocational Education

Identifiers—*Alcohol Fuels

In order to help bring about the potential for alcohol production by the farming community, Navarro College (Texas) has developed this curriculum for secondary and postsecondary levels in alcohol fuel production. The alcohol fuel curriculum consists of five modules for use in practical hands-on vocational programs. The curriculum is designed to equip students to manage the alcohol production process. The modules contain a comprehensive bibliography, graphs, charts, and suggested resources for additional supportive documentation. Each unit also contains an introduction, objectives, a list of instructional materials needed, terms and definitions, information on the module topic, and a summary of the module. In addition, examples of suppliers of raw materials are included. Subjects covered in the five modules include alcohol fuel production economics, chemistry, microbiology, engineering, and agricultural production. (KC)

ED 206 896 **CE 030 045**

Documentation of Assessment Systems Used By Prime Sponsors in the Evaluation of Training and Educational Attainment of Program Participants (Priority 6).

Virginia Polytechnic Inst. and State Univ., Reston. Spons. Agency—Governor's Employment and Training Council, Richmond, Va.; Virginia State Governor's Office, Richmond.

Pub Date—31 Oct 80

Note—214p; For related documents see ED 189 328-329.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Educational Cooperation, *Employment Programs, Evaluation Methods, Federal Legislation, *Federal Programs, Human Resources, Information Sources, *Job Training, *Models, Postsecondary Education, Pretesting, Screening Tests, Standardized Tests, Testing Programs, Test Selection

Identifiers—*Comprehensive Employment and Training Act, *Virginia

To improve Comprehensive Employment and Training Act (CETA) participant assessment systems in Virginia, a project identified assessment systems and techniques/tools used by prime sponsors and developed an assessment model. It also identified key personnel of educational institutions in the prime sponsor area. A mail survey was followed by on-site interviews at each prime sponsor organization. Specialists in assessment and testing at two- and four-year educational institutions were identified and included in a listing of resource persons for prime sponsors. Analysis of interview data focused on identifying the assessment system and tools used. Following the project narrative, chapter 4 addresses test selection. It defines and classifies standardized test, examines basic principles in test selection and potential sources of information about specific tests, and explores alternative assessment techniques. Chapter 5 presents a model of the recommended assessment system with five components: outreach, intake/eligibility determination, pre-program assessment, on-going assessment, and post-program assessment. Each component is described in the form of recommendations for actions. Appendixes, amounting to approximately one-half of the document, include assessment program summaries, list of educational institutions and assessment contacts, list of individual test reviews, and lists of test publishers, references on testing, and general references. (YLB)

ED 206 897 **CE 030 046**

Sullins, W. Robert And Others

Awarding Educational Credit for CETA Training:

A Plan of Action.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Coll. of Education Small Grant Program. Spons. Agency—Virginia State Governor's Office, Richmond.

Pub Date—Dec 80

Note—41p.

Pub Type—Opinion Papers (120) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Agency Cooperation, Coordination, *Credits, *Educational Cooperation, Employment Programs, Experiential Learning, Federal Legislation, *Federal Programs, *Job Training, National Surveys, Postsecondary Education, *Program Implementation, Secondary Education

Identifiers—*Comprehensive Employment and Training Act, *Virginia

A project was conducted to determine problems or barriers prohibiting awarding credit for Comprehensive Employment and Training Act (CETA) training in Virginia. Potential solutions and strategies for their implementation were to be identified. A variety of methods were used to obtain information required to produce a Plan of Action that presents leaders in CETA and educational settings with activities that would result in increased awarding of academic credit for CETA training. These included a literature review, national survey to identify institutions that had in place implementation strategies for awarding credit for CETA training, a statewide workshop involving CETA and educational leaders, and site visits involving CETA training activities at secondary and postsecondary levels. Problems/issues with both indirect and direct impact were identified and solutions suggested. Those that appeared to have greatest impact were organized into these categories: (1) authority and curriculum, (2) funding, (3) administration, and (4) attitudes and communi-

cations. A plan of action incorporated recommendations both for state level actions for attacking the most generalized problems, developing guidelines, and providing a clearinghouse for information about successes in the field and local actions for colleges, schools, and CETA agencies to work on specific problems and implement procedures for immediate results in local settings. (YLB)

ED 206 898 **CE 030 049**

Hickey, Judith A. And Others

CETA/EDUC Linkages Workshops. Proceedings (Blacksburg, Virginia, June 12-13, 1980; Norfolk, Virginia, June 16-17, 1980; Fredericksburg, Virginia, June 23-24, 1980).

Virginia State Governor's Office, Richmond.

Pub Date—Sep 80

Note—76p.

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Economically Disadvantaged, *Educational Cooperation, Educational Planning, *Employment Programs, Federal Legislation, *Federal Programs, Government Role, Postsecondary Education, Secondary Education, State Programs, Statewide Planning, *Vocational Education, Workshops

Identifiers—*Comprehensive Employment and Training Act, *Linkage, Virginia

This document provides a record of a series of three statewide Comprehensive Employment and Training Act (CETA)/Education Workshops held in Virginia to encourage communication and cooperation between CETA and educational institutions. It contains a composite compendium of CETA education linkage information from presentations, panels, and work sessions. Section 1 provides an abstract of keynote addresses overviewing activities and products of Virginia CETA education linkages. Comments are organized into these categories: status overview, state funding priorities, problems and opportunities, and reasons for linkages. Section 2 presents input from panels on problems and opportunities for CETA. Section 3 provides an abstract of work session 1 on addressing counterproductive regulations, basic CETA responsibilities, and encouraging cooperation. Next, remarks by three luncheon speakers are summarized. Section 3 abstracts four presentations on Linkage Practices: Proven Examples—Meeting "Dropout" Problems, Minimizing Resource Duplication, Managing Academic Credit, and Reducing Employment and Training Myths. Section 6 provides a compendium of work session 2 on proven linkage practices, linkage areas, and managing media coverage. Section 7 presents input from panels on preventing and reducing barriers. Section 8 summarizes work session 3 on insuring planning, operation, and evaluation linkages. A participant list, conference programs, and evaluation results are appended. (YLB)

ED 206 899 **CE 030 056**

Fedje, Cheryl G. And Others

Impact Research Focusing on Mildly Mentally Handicapped Students in Secondary Vocational Consumer and Homemaking Programs in Minnesota.

Pennsylvania State Univ., University Park. Div. of Occupational and Vocational Studies.

Pub Date—Sep 81

Note—96p.

Available from—Division of Occupational and Vocational Studies, University Park, PA 16802 (\$5.00).

Pub Type—Reports - Evaluative (142) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage. PC Not Available from EDRS.

Descriptors—Child Development, *Consumer Education, *Diagnostic Tests, Educational Diagnosis, Educational Needs, Guidelines, *Home Economics, Homemaking Skills, Mainstreaming, *Mild Mental Retardation, Models, Needs Assessment, Nutrition, *Secondary Education, Student Evaluation, *Test Construction, Test Validity, Vocational Education

Identifiers—*Minnesota, Parenting

A study was undertaken to develop valid and reliable test instruments for mildly mentally handicapped students enrolled in consumer and homemaking subject matter areas—child development/parenting, nutrition, and consumer education. Following a literature search and identification of subject matter concepts, a pool of four-option multiple-choice test items was generated for tests in

each of the three subject areas. Tests were then constructed and administered to a total of 138 mildly mentally handicapped students currently enrolled in vocational high schools throughout Minnesota (of these 26 were enrolled in child development/parenting, 34 in nutrition, and 13 in consumer education). The control group consisted of another 65 mildly mentally handicapped students who had not taken a course in the specific content areas being tested. In addition, 182 regular students were also tested. Analysis of test results indicated that while the child development/parenting test favors those who had taken the course, the other two tests appeared to favor those who had not taken courses in those areas. Recommendations called for revising the format of the tests, additional research incorporating participants' IQ or reading scores, and developing and testing additional instruments. (The tests are appended.) (MN)

ED 206 900**CE 030 071**

Lemkau, Jeanne Parr

Increasing Occupational Role Innovation: Intervention Implications of Two Survey Studies.

Pub Date—81

Note—9p; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, 1981).

Pub Type—Reports - Research (143) — Speeches/Meetings Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, Adults, *Career Choice, Career Counseling, Career Guidance, *College Graduates, Cultural Background, Disadvantaged Youth, Family Influence, Females, *Influences, *Intervention, Males, Minority Groups, *Nontraditional Occupations, *Sex Role, Sex Stereotypes, Socioeconomic Background, Socioeconomic Status

Two studies were conducted to determine how nontraditional men and women of at least college education differed from same sex comparison groups more traditionally employed. Inferences were drawn from the studies about possible intervention strategies to encourage adolescents to enter nontraditional fields. It was found that for both nontraditional men and women, the deviant career choice appeared to be but one manifestation of their low adherence to conventional stereotypic sex roles. In contrast to their same sex comparison groups, the nontraditional men and women described themselves as less sex-typed both "on the job" and in social situations. The nontraditional persons also had less stereotyped marital and family roles. The nontraditional women were more career oriented while the nontraditional men were less so. Background factors that foster broader sex roles were more frequent in the two nontraditional groups. Nontraditional women were often classified as tough-minded, and they had had support from male parents and teachers. Intervention to encourage adolescent girls to choose nontraditional careers should focus on making them more tough-skinned and fostering support by male peers and role models. Nontraditional men were more often of lower socioeconomic status or members of minority groups. It was felt that stressing the prestige and upward mobility of professional work, even in that usually chosen by women, to underprivileged groups would encourage them to choose nontraditional fields more often. It would also be helpful to expose male students to sensitivity and the values of the affective domain. (KC)

ED 206 901**CE 030 072**

Rehabilitation, Education, Training and Employment Programs Administered by the Veterans' Administration. Hearing before the Subcommittee on Education, Training and Employment of the Committee on Veterans' Affairs, House of Representatives, Ninety-Seventh Congress, First Session.

Congress of the U.S., Washington, D.C. House Committee on Veterans' Affairs.

Report No.—House-Ser-97-13

Pub Date—31 Mar 81

Note—56p; The appendix will not reproduce well due to small print.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Disabilities, Employment Opportunities, *Employment Programs, Federal Aid, *Federal Legislation, Hearings, *Job Training, *Program Effectiveness, Training Allowances, Veterans, *Veterans Education, Vocational

Rehabilitation

Identifiers—Congress 97th, *Veterans Administration, Veterans Educational Assistance Program, Vietnam Veterans

This is a report of a hearing on March 31, 1981, before the Subcommittee on Education, Training, and Employment of the Committee on Veterans' Affairs, House of Representatives, to review veterans' education, training, and employment programs currently administered by the Veterans' Administration. Testimony on the effectiveness of the three major veterans' programs covered under chapters 31, 32, and 34 of Title 38, United States Code, is given by witnesses from the Veterans' Administration and the veterans' service organizations. Under review are current and proposed GI bill participation rates, effectiveness of the current post-Vietnam education program, and the mandated improvements to the vocational rehabilitation program called for by Public Law 96-466. Witnesses also give views on proposed legislation, H.R. 2391, to extend education, training, and employment opportunities to certain disadvantaged Vietnam-era veterans through the readjustment counseling program—Operation Outreach. There are five statements and six resolutions submitted by the Veterans of Foreign Wars of the United States and the American Legion. (YLB)

ED 206 902

CE 030 084

Voorhees, Anita E. Dimun, Bonnie
Tracking Working Women. Final Report, August 1980-June 30, 1981.

Middlesex County Coll., Edison, N.J.
Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date—81

Note—67p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Attitudes, Career Choice, *Career Counseling, Counselor Role, Early Experience, Educational Background, *Employed Women, Family Influence, Females, *Influences, Nontraditional Occupations, Parent Influence, Postsecondary Education, *Professional Occupations, Secondary Education, Sex Discrimination, Sex Stereotypes, Socioeconomic Influences, White Collar Occupations, *Work Attitudes, *Work Experience

Identifiers—New Jersey

Working women, at all levels, throughout the state of New Jersey were studied to determine what patterns, if any, exist among these women and to explore the implications of the findings for both the education and employment systems. Research was conducted in two stages: by a questionnaire distributed to 1,150 women employed by 23 institutions and businesses throughout the state, with a response rate of 48 percent; and through case studies of 25 women employed minimally as professionals. The project's hypothesis was that patterns would emerge directly correlated to occupational attainment. While much data were gathered concerning the working women's family background, social status, education, and vocational counseling (or lack of it), patterns were diverse and not clearly correlated to a degree to allow for either acceptance or rejection of the hypothesis. However, the findings show the importance and potency of vocational and career counseling in the development of curricula for the educational system. Additionally, findings related to early experiences as determinants of achievement point up a role for the educational system as an intervention mechanism. Funding for a second year would allow for the production of training and curriculum modules based on this study. (KC)

ED 206 903

CE 030 085

A Transitional Pre Vocational Training Program for Visually Impaired Severely Multiply Handicapped Youths. Final Report, September 4, 1980-June 18, 1981.

Saint Joseph's School for the Blind, Jersey City, N.J.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date—81

Note—80p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Cooperative Programs, Elementary Secondary Education, Job Skills, Job Training, *Multiple Disabilities, *Prevocational Education, *Program Effectiveness, Sheltered Workshops,

*Visual Impairments, *Visually Handicapped Mobility, Vocational Education, *Work Attitudes
St. Joseph's School for the Blind (Jersey City, New Jersey) cooperated with the Occupational Center of Hudson County to establish a model transitional prevocational training program for severely multiply handicapped, visually impaired students. The aim was to assist these student to move from a school environment to a work activity setting where gainful employment opportunities exist. St. Joseph's established a separate prevocational component as part of the comprehensive educational services provided by the school. The prevocational component was designed to develop the students' work skills in order for them to realize their optimal potential, maximize their independent functioning, and move toward employment. It was intended that this would minimize or substantially delay the need for institutional care during their adult years. The training in the acquisition of work skills was provided by the school in a self-contained simulated work activities setting on the school campus. This site served as the initial transitional phase from the classroom to a work environment. The actual transition to a work setting in the community was gradually implemented by the school in cooperation with the Occupational Center. Conclusions drawn from the study included that the program was somewhat successful with sighted students, especially the mobility program, but that non-sighted students needed additional training in a one-to-one ratio (compared to the two-to-one student-teacher ratio of the program). Problems with the program included scheduling difficulties, and interfering behaviors of some of the students. Recommendations for the following year of the program were made. (KC)

ED 206 904

CE 030 088

Vocational/Special Needs Support Services Pilot Project. Final Report, January 5, 1981-June 30, 1981.

Ocean County Vocational Technical School, Toms River, N.J.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date—81

Note—26p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Access to Education, *Coordination, *Disabilities, Educational Administration, Educational Needs, Educational Resources, Learning Disabilities, *Mainstreaming, Pilot Projects, *Program Effectiveness, Resource Teachers, Secondary Education, *Special Education, Specialists, Vocational Education, *Vocational High Schools

Identifiers—Ocean County Vocational Technical School NJ

The creation and functioning of the Special Needs Support Services Teacher/Coordinator at Ocean County Vocational School (Toms River, New Jersey) provided the careful planning, administration, and organization required by special needs students, particularly those students mainstreamed into vocational classrooms and those students recommended for mainstreaming. Written reports were reviewed, teachers and students were interviewed, and need for support services for classified students was identified. Pertinent information about individual student needs was received from and communicated to vocational instructors, sending district personnel, and parents. The addition of the Special Needs Support Services Teacher/Coordinator enhanced the possibilities for success of special needs students in vocational education. Increased aspirations and expanded opportunities for handicapped students resulted from greater probabilities for success in school, created by the existence of necessary support services. An opportunity to succeed with needed support may help the special needs student develop an understanding of the role of responsible worker and consumer. The Support Services Teacher/Coordinator has provided the organization and continuity to create the least restrictive environment in the school. (KC)

ED 206 905

CE 030 091

Kimmel, David S. And Others

Vocational Assessment of Deaf Adults. Final Report, July 1, 1980-June 30, 1981.

Fair Lawn Community School, N.J.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date—81

Note—43p.; Not available in paper copy because of light print.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adults, *Diagnostic Tests, *Educational Diagnosis, Educational Facilities, Equipment, *Evaluation Methods, Hand Tools, *Hearing Impairments, Instructional Materials, Job Development, *Job Placement, Literature Reviews, *Vocational Aptitude, Vocational Training Centers

Identifiers—New Jersey

A model vocational assessment for deaf adults in New Jersey was created through the implementation of a project with three objectives. The first objective was to review existing vocational assessment procedures in New Jersey and the surrounding region in order to select and purchase appropriate components for use with deaf adults. Materials were selected through site visits at assessment facilities, conferences with professionals in the field, and review and evaluation by the project team. Materials selected included components of the Valpar Work Samples, VITAS, S.A.V.E., and STOUT. In addition, Bennett Hand Tools, Crawford Small Tools, and psychometric tests such as the WRIOY were purchased. The second objective was to establish a vocational assessment facility to serve deaf adults. This was accomplished in February, 1981. A third objective, to facilitate employment opportunities for deaf clients, was accomplished through the efforts of a job developer who made contacts with industry, community, and state agencies to seek out employment opportunities or on-the-job training, and who accompanied clients on job interviews. The project has served 28 deaf adults residing in six counties; and the vocational assessment model can be used by the New Jersey Division of Vocational Rehabilitation to provide a clear picture of the aptitudes and vocational abilities of deaf clients so that suitable training or employment opportunities can be pursued. (KC)

ED 206 906

CE 030 095

Fraser, Bryna Shore And Others

Industry-Education-Labor Collaboration: The Literature of Collaborative Councils.

National Inst. for Work and Learning, Washington, D.C.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date—81

Note—158p.; For a related document see CE 030 096.

Available from—Publications, The National Institute for Work and Learning, Center for Education and Work, Suite 301, 1211 Connecticut Ave., N.W., Washington, DC 20036 (\$15.00).

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Annotated Bibliographies, Audiovisual Aids, Career Education, Citizen Participation, Community Involvement, Coordination, *Educational Cooperation, *Education Work Relationship, Employment Programs, Evaluation, Government School Relationship, Guides, *Industry, Job Training, Labor, Newsletters, Publications, *School Business Relationship, *School Community Relationship, *Unions, Vocational Education

Identifiers—*Collaborative Councils, Comprehensive Employment and Training Act, Industry Education Councils, Work Education Councils
This annotated bibliography is a comprehensive literature review of over 150 published materials (including audiovisual aids) relevant to an understanding of industry-education-labor collaboration generally and collaborative councils specifically. Supplemental materials include an introduction to the literature and discussion of methodology used to develop the bibliography. The bibliography consists of three sections. Section 1, Councils and Other Collaborative Mechanisms, abstracts materials dealing with collaborative councils, including handbooks and evaluations. The second section, The Concepts and Contexts of Collaboration, reviews

literature on the theory and current thinking regarding the nature of collaboration and the collaborative environment vis-a-vis industry, education, labor, and other community sectors. It contains a selective review of documents addressing the broad context within which the development of industry-education-labor collaborative mechanisms has occurred and that deal with the education-work transition problems to which the collaborative council is a response. Section 3, Newsletters, annotates newsletters that frequently contain articles relating to important issues regarding industry-education-labor collaboration and collaborative mechanisms. Each annotation contains this information: author(s) or developer(s); title, place, and date of publication; number of pages; descriptors; and abstract. A list of descriptors and subject and author indexes is provided. (YLB)

ED 206 907

CE 030 096

Elzman, Max

Industry-Education-Labor Collaboration: An Active Guide for Collaborative Councils.

National Inst. for Work and Learning, Washington, D.C.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date—81

Contract—300-79-0691

Note—112p.; For a related document see CE 030 095.

Available from—Publications, The National Institute for Work and Learning, Center for Education and Work, Suite 301, 1211 Connecticut Ave., N.W., Washington, DC 20036 (\$5.00).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Coordination, *Educational Cooperation, *Education Work Relationship, Employment Programs, Financial Support, Government School Relationship, *Industry, Job Training, Leadership, Leadership Qualities, Organization, *Program Development, Rural Areas, *School Business Relationship, *School Community Relationship, Self Evaluation (Groups), Unions, Vocational Education

Identifiers—*Collaborative Councils, Comprehensive Employment and Training Act, Industry Education Councils, Work Education Councils
Based on actual experiences of 150 collaborative councils (including work-education and industry-education-labor councils), this handbook presents issues, questions, and examples that should be considered by anyone initiating collaboration between education organizations and the private sector. Chapter 1 overviews some community problem-solving that involves collaborative councils in action. Chapter 2 describes a collaborative council, what it does, and how it relates to other community organizations. Appropriate leadership is the focus of chapter 3. In chapter 4 motivators for involvement in collaboration are discussed for the various sectors. Topics covered in chapter 5 on council organization include issues to be addressed, approaches in addressing goals and objectives, size of area to be served, structure, incorporation, and need for a paid staff. Chapter 6 discusses funding sources and fundraising responsibility. Suggestions for sustaining involvement are provided in chapter 7. Chapter 8, a special chapter for rural councils, addresses common problems and solutions. Chapter 9 focuses on self-evaluation and contains some basic questions. Appendixes include sample profiles of seven local collaborative councils, list of handbooks and related resources, funding information sources, national resource organizations, and list of newsletters. (YLB)

ED 206 908

CE 030 100

Preparing Young People for the Work-Force: The Place of Literacy and Numeracy. Discussion Paper No. 8.

Western Australia Education Dept., Perth.

Report No.—ISBN-0-7244-8173-7

Pub Date—Feb 80

Note—47p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Educational Assessment, Educational Quality, *Education Work Relationship, Elementary Secondary Education, Employer Attitudes, *Literacy Education, Postsecondary Education, *Program Effectiveness, *Standards, Student Evaluation, *Vocational Education, Work Experience Programs
Identifiers—*Australia (Western Australia), Monitoring, *Numeracy

This paper reports on the effectiveness of Australian schools in preparing young people for the workplace with particular emphasis on literacy and numeracy. Section 1 summarizes the contents. Section 2 notes current interest in assessing school effectiveness. The issue of standards of literacy and numeracy is then considered. Reference is made to interpretational and technical problems in monitoring standards, and the case is argued for more valid measures of student achievement and increased role by the Education Department in supporting school assessment of achievement and in monitoring standards. An employer perspective of school effectiveness makes detailed reference to a research study of employer expectations and perceptions of school leavers. Section 3 describes some school arrangements and initiatives in educating for literacy and numeracy, orienting students toward the world of work, and teacher education. Section 4 concludes that despite greater emphasis on literacy, numeracy, and vocational preparation, schools will have to be increasingly more effective in meeting demands of a rapidly changing society. Four focuses for further action are proposed: evaluation and implementation of new ideas; curriculum development; improved supervision, monitoring, and reporting of pupil progress; and emphasis in teacher education on teaching literacy and numeracy. (YLB)

ED 206 909

CE 030 101

Robertson, S. Dunnell, P.

An Evaluation of Work Experience Programmes Operating in Government Secondary Schools in Western Australia. Discussion Paper No. 10.

Western Australia Education Dept., Perth.

Report No.—ISBN-0-7244-8410-8

Pub Date—May 81

Note—99p.

Pub Type—Reports - Evaluative (142) — Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Career Education, Case Studies, Educational Research, Employer Attitudes, Government School Relationship, *Guidelines, Parent Attitudes, *Program Effectiveness, Program Evaluation, Secondary Education, State Departments of Education, State Surveys, Student Attitudes, Teacher Attitudes, *Work Experience Programs

Identifiers—*Australia (Western Australia)

This report describes a 1979-80 study of work experience programs in secondary schools in Western Australia and assessment of Education Department guidelines and support structures available to schools. Following a brief introduction (chapter 1), chapter 2 discusses the history and organization of work experience, a popular transition education activity. A rationale for work experience is developed in chapter 3 by illustrating related transition ideas. Chapter 4 outlines study design and methodology. It presents objectives and criteria and describes the questionnaire survey of all government schools and subsequent case studies of seven of them. Chapters 5 and 6 present study findings. Chapter 5 focuses on dimensions, aims, and operational features of work experience programs in the schools. These conclusions are made: (1) teachers, employers, parents, and students are in favor of the programs; (2) many teachers consider the programs time-consuming and largely irrelevant; (3) responsibility is commonly given to one staff member; and (4) schools need assistance in adapting guidelines to their particular situations. Chapter 6 discusses issues that emerged from data, including coordination, integration, support structures for work experience, sex role stereotyping, rural schools, and effectiveness of guidelines. Chapter 7 generalizes conclusions. Appendixes include discussion of initiatives in transition education and survey questionnaires. (YLB)

ED 206 910

CE 030 102

Smith, Frederick R.

Hospital Corpsman 1 & C. Rate Training Manual and Nonresident Career Course. Revised.

Naval Education and Training Command, Washington, D.C.

Report No.—NAVEDTRA-10670-B

Pub Date—81

Note—302p.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Allied Health Personnel, Behavioral Objectives, *Correspondence Study, Enlisted Personnel, Health Occupations, Hospital Personnel, Independent Study, Inservice Education, *Medical Assistants, Medical Evaluation, *Medi-

cal Services, *Military Training, Postsecondary Education, Preventive Medicine, Primary Health Care, *Programmed Instructional Materials

Identifiers—Navy

This Rate Training Manual (RTM) and Nonresident Career Course (NRCC) form a self-study package that will enable Navy senior hospital corps personnel to fulfill the requirements of their rating. While primarily developed around the requirements for personnel serving on independent duty, the information contained within it is applicable to all HM 1 & C personnel. Among the requirements discussed are the abilities to supervise and conduct sick call, including history taking, examination, diagnosing, and treating of sick call and emergency patients; recognizing and treating emergency dental conditions; performing health care inspections; performing and interpreting the results of elementary laboratory procedures; discharging environmental and preventive medicine functions such as sewage and refuse disposal, sexually transmitted disease contact interviewing and reporting, and food service sanitation procedures; ordering, receiving, and issuing supplies and maintaining the associated accounting records; administering mass immunizations; preparation and maintenance of medical and personnel records; executing the various aspects of the Decedent Affairs Program; ensuring compliance with rules and regulations for security practices and procedures; and performing the general duties connected with the administration of medical departments ashore and afloat. Designed for individual study and not formal classroom instruction, this RTM provides subject matter directly related to the occupational qualifications of the HM 1 & C rating. The NRCC provides the usual way of satisfying the requirements for completion of this RTM. The set of assignments in the NRCC includes learning objectives and supporting items designed to lead students through the RTM. (KC)

ED 206 911

CE 030 104

Parsons, H. McIlvaine Kearsley, Greg P.

Human Factors and Robotics: Current Status and Future Prospects.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Army Human Engineering Lab., Aberdeen, Md.

Report No.—HumRRO-PP-6-81

Pub Date—Oct 81

Note—27p.

Pub Type—Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Automation, Computer Oriented Programs, *Human Factors Engineering, Industry, *Interaction, *Man Machine Systems, Manufacturing Industry, Research, *Systems Development

Identifiers—*Division of Labor (Automation), *Robotics

The principal human factors engineering issue in robotics is the division of labor between automation (robots) and human beings. This issue reflects a prime human factors engineering consideration in systems design—what equipment should do and what operators and maintainers should do. Understanding of capabilities and limitations of robots and people is necessary to examine how their performances should be interrelated. Robots readily fit into the context of automation of equipment/product design and manufacturing management. Their capabilities fit into four major functional categories—manipulation, locomotion, sensing, and executive. Robots may be used in a variety of settings for a number of industrial operations. Criteria to be considered in deciding whether to use robots are costs, production, parts, quality, reliability, space, safety, environment, and management. Human factors engineering issues in robotics other than the primary one of division of labor are design, proceduralization, and protection. Investigations addressing human factors engineering in robotics have thus far focused on teleoperators, an Integrated Computer-Aided Manufacturing Program, and Adaptable-Programmable Assembly Systems. A need exists for more analysis and empirical studies directed at division of labor between humans and robots and their symbiosis. (YLB)

ED 206 912

CE 030 105

Saint-Onge, Hubert

Training for Middle Level Skills.

Ontario Dept. of Education, Toronto.

Pub Date—81

Note—29p.

Available from—Ontario Government Bookstores,
880 Bay St., Toronto, Ontario M7A 1N8 (\$3.00).
Journal Cit—Review and Evaluation Bulletins; v2
n3 1981

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Demand Occupations, Education
Work Relationship, Labor Market, *Labor Needs,
*Labor Supply, *Skilled Workers, *Trade and In-
dustrial Education, *Two Year Colleges
Identifiers—*Colleges of Applied Arts and Tech-
nology, *Ontario

Since high technology industries are expected to play an important role in Ontario's future economic development, the educational system must be particularly attuned to the need for middle-level skills in the labor market. The rapid increase in new labor market entrants with middle-level skills is not keeping pace with demand. Employers have the choice of hiring entry workers with these skills or upgrading employees through short training programs. In answer to a need to provide middle-level-skills training, colleges of applied arts and technology have been established; private vocational schools are an alternative. College programs provide a combination of general education and specialized skills. An important innovation has been the introduction of cooperative programs that involve work terms. To be sensitive to the demand for skilled human resources, the college system has allowed for interaction in the structure of colleges and in curriculum development. A balance is achieved between centralization and decentralization of college governance by dividing responsibility among the Ministry of Colleges and Universities, Council of Regents, and boards of governors of individual colleges. As the rate of technological change accelerates, colleges must anticipate changes in demand for skills. (Eight tables are appended.) (YLB)

ED 206 913

CE 030 106

Graham, Martha And Others

Securing Occupational Achievement through
Readiness Skills (SOARS). A Resource Cur-
riculum with Assessment and Strategies for
Prevocational Skill Training.

Eastern Michigan Univ., Ypsilanti; Washtenaw
County Community Mental Development Cen-
ter, Ypsilanti, Mich.; Willow Run Community
Schools, Ypsilanti, Mich.

Spons Agency—Michigan State Dept. of Educa-
tion, Lansing.

Pub Date—81

Note—430p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC18 Plus Postage.

Descriptors—*Adult Basic Education, Behavioral
Objectives, Career Education, *Communication
Skills, Curriculum Guides, *Daily Living Skills,
Decision Making Skills, *Developmental
Disabilities, Educational Resources, *Employment
Potential, *Interpersonal Competence, Job
Skills, Learning Disabilities, Prevocational Educa-
tion, Resource Materials, Student Evaluation,
Teaching Methods, Visual Aids, Work Attitudes
Identifiers—*Employability Development

Written for Adult Basic Education teachers of developmentally disabled adults reading at or below a second grade level, this resource curriculum contains materials in the employability behaviors area. The curriculum is divided into the four domains sections of Communication, Intra/Interpersonal, Worker Habits, and Appearance. Under these four major sections are 10 goals followed by specific objectives. Within each objective there is a standard organization consisting of (1) an assessment made up of skill criteria to determine client proficiency in that objective; (2) instructional strategies at three levels of functioning/abstraction: manipulate (simplest), model (representational), and integrate (symbolic); and (3) graphics. Introductory materials list goals and objectives and give suggestions for use of the resource curriculum. An index is provided. Appendixes include listings—some citations are annotated—of addresses of suppliers cited, general resources, nonprint resources, and publishers of nonprint resources; group assessment sheets; and preferred activities and potential reinforcers checklist. (YLB)

ED 206 914

CE 030 107

Rogers, Sandra K. Thorpe, John

Field Test Results of a Workbook Approach to
Improving the Self-Concepts and Motivation
Levels of Vocational Students.

Central Texas Coll., Killeen.

Pub Date—[15 Oct 81]

Note—26p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adults, Independent Study, In-
dividual Development, *Inservice Teacher Educa-
tion, Outcomes of Education, Postsecondary
Education, *Programmed Instructional Materials,
*Program Effectiveness, *Self Concept, Self Con-
cept Measures, Self Esteem, Self Evaluation (In-
dividuals), Self Help Programs, *Student
Motivation, *Vocational Education, Work Atti-
tudes

Identifiers—Texas (San Marcos)

Self-paced, individualized student and teacher workbooks were designed to improve the self-concept and motivation levels of vocational students. The program was based on the correlation between self-concept and school achievement. The program was field tested with 41 Job Corps students from the Gary Job Corps Center in San Marcos, Texas, and their instructors. Three other Job Corps classes in identical occupational fields acted as the untreated control groups. The researchers used pretests and posttests over a six-week period with the Tennessee Self-Concept Scale and the Nowicki Strickland Adult Locus of Control Test to collect data for statistical analysis. The results revealed that motivation-trained students showed significant improvement in self-concept during the six-week period. The results from a nested experimental field design yielded significance only at the 75 percent confidence level, but an un-nested analysis of variance showed significance at the 90 percent level; analysis of covariance showed significance at the 95 percent level. The subjective data gathered from test participants also showed very positive support of the program. It was recommended that the use of the materials be continued, revised, and expanded. (KC)

ED 206 915

CE 030 108

Smalley, Lee, Ed.

Technology Education Symposium II. Program
Theme: "Technological Literacy" (Menomonie,
Wisconsin, May 1-2, 1981).

Wisconsin Univ. - Stout, Menomonie.

Pub Date—May 81

Note—70p.

Available from—Lee Smalley, University of Wis-
consin-Stout, Menomonie, WI 54751 (send 9" x
12" stamped, self-addressed envelope).

Pub Type—Collected Works - Proceedings (021)—
Opinion Papers (120) — Reports - Descriptive
(141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Comprehension, Computers, Confer-
ences, *Demonstration Programs, Females, Fu-
tures (of Society), *Higher Education, Industrial
Arts, *Industry, Patents, Postsecondary Educa-
tion, Program Development, School Business Re-
lationship, *Scientific Literacy, Secondary
Education, *Technical Education, Technological
Advancement, *Technology, Trade and Industrial
Education, Transportation, Universities

Identifiers—Jacksons Mill Industrial Arts Curriculum Theory, Robotics

This monograph summarizes 21 presentations from a symposium whose theme was technological literacy—an understanding of the impact of technological decisions. These presentations are divided into five categories. The six presentations in the section, The Context of Technology Education, focus on technological literacy for living in today's society, the state of the art, technology as a case of misplaced abstraction, technological literacy and the female student, Jackson's Mill Industrial Arts Curriculum Theory, and choice of content for technology education. Topics of the four reports in the section, Industry Perspective, include robotics in industry, publisher's role in technological literacy, protection of industrial intellectual property (patents), and computer futures. Four papers in the section, Higher Education's Response, address human productive activity as a base for industrial arts, technology literacy for the nontechnologist, transportation technology in a technology-based industrial arts program, and promoting university-industry interaction. Five presentations in the section, Junior-Senior High School Exemplary Programs, concern

implications of technology at the secondary level, articulation projects in program development, program development, Wild Rose High School technology education activities, and the Oak Grove Occupational Versatility program. The final section contains two closing addresses. (YLB)

ED 206 916

CE 030 109

Hughes, Ruth P. And Others

The National Census Study of Secondary Vocational Consumer and Homemaking Programs. A
Final Report.

Iowa State Univ. Research Foundation, Inc., Ames.

Pub Date—80

Note—78p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Child Development, Clothing In-
struction, *Consumer Education, *Curriculum,
*Enrollment, Family Life Education, Females,
High Schools, *Home Economics, Home Eco-
nomics Skills, Home Furnishings, Home Manage-
ment, Housing, Males, National Surveys,
Nutrition Instruction, Occupational Home Eco-
nomics, Parenthood Education, *Program Con-
tent, *Program Improvement, Textiles
Instruction, Vocational Education

The study described in this report was designed to provide a description of vocational home economics programs in public high schools across the United States, identifying what home economics concepts are being taught to which learners and in what courses such teaching occurred in 1978-1979. On the questionnaire used in the study, 20 topics considered essential by home economics educators were listed for each of the six subject matter areas included in vocational consumer and homemaking programs. Teachers in the 1147 participating schools were asked to indicate in which courses offered in their school each topic was included, providing data on subject matter as well as courses offered. Student enrollment data also was collected. Of the 120 topics considered essential, only 8 percent of nine topics were included in less than 800 of the schools. Forty-nine topics or 41 percent were included in from 800 to 1000 of the schools. More than 1000 schools included each of the remaining 62 topics (or 52 percent). By subject matter areas, food and nutrition topics were included most frequently, followed in descending order by the topics in family relations, clothing and textiles, child development/parenting, consumer education and management, and housing/home furnishing/equipment. From these data, it was determined that vocational consumer and homemaking programs in high schools in the U.S. already include the content deemed necessary. Minor adjustments in the program were recommended to provide critical home economics content for greater numbers of student. (KC)

ED 206 917

CE 030 110

Gudenberg, Karl A.

Toward an American Rural Renaissance: Realizing
Rural Human Resource Development during the
Decade of the Eighties. Final Technical Report.
National Inst. for Work and Learning, Washington,
D.C.

Spons Agency—Office of Vocational and Adult
Education (ED), Washington, D.C.
Bureau No.—498MH00022

Pub Date—Sep 81

Contract—300-80-0786

Note—46p; For related documents see CE 030
111-119.

Pub Type—Information Analyses (070) — Opin-
ion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Agency Cooperation, *Economic De-
velopment, Educational Needs, *Educational Ob-
jectives, Educational Resources, Financial Needs,
Futures (of Society), *Human Resources, Invest-
ment, Land Use, Linking Agents, National Pro-
grams, Needs Assessment, *Program De-
velopment, Public Agencies, *Rural Areas,
*Rural Development, Technological Advanc-
ment, Trend Analysis

Identifiers—Private Sector, *United States

The future of rural America depends on the abilities of diverse interest groups and leaders to piece together educational and economic resources in creative ways, fitted to the needs of their respective regions and communities. It has become essential that rural persons be plugged into national and international production, marketing, and governmental strategies. An examination of the issues and

problems associated with the educational and economic development of rural America points to 10 needs areas. These areas are determination of the realities of the changing face of rural America; the nature, types, and scale of rural development; balancing rural human resource and technological development; linking land use and economic development; linking education and training with rural economic development; enhancing traditional and innovative rural support services; serving special rural interest groups; and rural coalition building. Specific goals for solving problems in each of these areas have emerged from a series of regional conferences and from a national conference hosted by the National Institute for Work and Learning. (Related reports on American rural development are available through ERIC—see note.) (MN)

ED 206 918 CE 030 111
Kuwlesky, William P. Copp, James H.
"Rural America: The Present Realities and Future Prospects."

National Inst. for Work and Learning, Washington, D.C.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.
Bureau No.—498MH00022
Pub Date—[81]

Contract—300-80-0786

Note—34p.; For related documents see CE 030 110-119.

Pub Type—Information Analyses (070)—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Aspiration, Definitions, Demography, Ecological Factors, *Economic Change, Futures (of Society), Individual Characteristics, Individual Needs, Minority Groups, Models, Needs Assessment, Population Distribution, Population Growth, Population Trends, Public Policy, *Rural Areas, *Rural Development, Rural Environment, *Rural Population, *Rural Urban Differences, *Social Change, Social Values, Trend Analysis, Values

Identifiers—*United States

A variety of ecological, economic, and social changes are now reshaping rural America. The deterioration of the economic structures and perceived quality of social life in large metropolitan centers of the United States has stimulated the dispersal of population and economic resources throughout rural America. During the last decade almost three million more people moved out of metropolitan areas than moved in and three-fourths of all nonmetropolitan U.S. counties gained population. This growth in rural population and the accompanying technological and economic growth of rural America have led to severe difficulties for rural areas as they attempt to maintain the relative lack of pollution and the land availability of the rural environment. Rural America is characterized by an increasing racial and ethnic variability. In addition, recent evidence indicates that the aspirations and values of rural people are, in general, as pluralistic as those of metropolitan people of the same region, ethnicity, and social class. Contemporary changes in the population and nature of rural America must be considered by social scientists and government policymakers and operatives. (Related reports on rural development in America are available through ERIC—see note.) (MN)

ED 206 919 CE 030 112
Hill, Frances

Nature, Types and Scale of Rural Development.

National Inst. for Work and Learning, Washington, D.C.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.
Bureau No.—498MH00022

Pub Date—[81]

Contract—300-80-0786

Note—49p.; For related documents see CE 030 111-119.

Pub Type—Information Analyses (070)—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Change Strategies, *Economic Change, *Economic Development, *Industrialization, Policy Formation, Poverty, *Program Development, Public Policy, Rural Areas, *Rural Development, *Rural Economics, Rural Population, Social Change, State of the Art Reviews, Trend Analysis, Vocational Education

Identifiers—United States

The issue of rural development has been sur-

rounded by a number of debates regarding its nature, types, and scale. Included among the sources of controversy relating to rural development are the following areas: (1) the relation between rural development and rural industrialization, (2) the distribution of benefits and costs associated with development strategies, (3) the distribution of costs and benefits among sectors of the population, (4) the urban causes and consequences of rural development, (5) the possibility of developing a common national strategy for rural development, and (6) the relation between incentives to location of a firm in a community and subsequent economic development. Plans for any program for rural development must take into account questions of the proper scale of rural development, the special nature and extent of rural poverty, the effects of poverty on rural communities, existing experiences with rural development, the relationship between national economic revitalization and rural development, and the role of vocational education in rural economic growth. (Related reports on rural development in America are available separately through ERIC—see note.) (MN)

ED 206 920 CE 030 113
Brace, Lloyd

Toward an American Rural Renaissance. The Role of Investment Capital in Rural Development.

National Inst. for Work and Learning, Washington, D.C.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Bureau No.—498MH00022

Pub Date—[81]

Contract—300-80-0786

Note—32p.; For related documents see CE 030 110-119.

Pub Type—Information Analyses (070)—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Banking, Business, *Capital, Cooperation, *Economic Development, *Economic Factors, Financial Support, Geographic Location, Incentives, *Investment, Models, National Programs, *Rural Areas, *Rural Development, School Role, Taxes, Technical Assistance

Identifiers—Entrepreneurs, Private Sector, Public Sector, Small Businesses, *United States

This essay examines the role of investment capital in rural development. The development of government capitalism is traced. Outlined next are the premises for private and public investment. Geographic/geopolitical concerns in the formation of investment priorities are described. The need for greater availability of investment capital for small business ventures is discussed. Covered next is the development of realistic incentives for public/private investment. Ways and means of effectively coordinating federal and state investment capital programs are presented, and a model for public/private partnership is provided. Discussed next is the provision and development of appropriate technical assistance for sustaining and developing local economic ventures (with special attention to the role of education, business extension services, technical assistance entrepreneurs, and banks). Initiation of a national education training and technical assistance program for diversified rural finance development and management is considered. (Related reports on rural development in America are available separately through ERIC—see note.) (MN)

ED 206 921 CE 030 114
Blobaum, Roger

"Balancing Technological and Human Resources Development: A New Priority for Rural America."

National Inst. for Work and Learning, Washington, D.C.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Bureau No.—498MH00022

Pub Date—[81]

Contract—300-80-0786

Note—19p.; Not available in paper copy due to weak print. For related documents see CE 030 110-119.

Pub Type—Information Analyses (070)—Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Agricultural Production, Agriculture, Employment Level, Fuels, *Futures (of Society), *Human Resources, *Labor Force, Power Technology, *Rural Areas, *Rural Development,

*Technological Advancement, Telecommunications, Trend Analysis, Waste Disposal
Identifiers—*United States

While the adoption of new mechanical and biological-chemical technology has brought revolutionary changes in agricultural production, these changes have also contributed to a decline in employment in many rural industries. There are, however, a number of new technologies, likely to impact on rural areas in the 1980s and beyond, that should level off the trend toward substitution of technology for labor in rural areas. These technologies include closed-environment production, energy self-sufficiency, municipal waste utilization, renewable fuels, telecommunications, alternative farming systems, and genetic improvements. Some of these technologies are related to energy constraints, including rising prices and the possibility of shortages and interruptions. Others respond to local control concerns that have been developing in recent years. The possibilities for wide adoption, the likely impact on the number and kinds of jobs in existence, and new employment opportunities likely to result from each of these new technologies must be examined separately. (Related reports on rural development in America are available separately through ERIC—see note.) (MN)

ED 206 922 CE 030 115
Fletcher, Wendell Little, Charles E.

Rural Land Use: A Need for New Priorities.

National Inst. for Work and Learning, Washington, D.C.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Bureau No.—498MH00022

Pub Date—13 Feb 81

Contract—300-80-0786

Note—32p.; For related documents see CE 030 110-119.

Pub Type—Information Analyses (070)—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Agricultural Production, *Conservation (Environment), Economic Development, Energy, *Futures (of Society), Institutional Role, *Land Use, Needs Assessment, Power Technology, *Program Development, *Rural Areas, *Rural Development, Soil Science, Trend Analysis, Water Resources

Identifiers—Mining, *United States

The new demands being placed on the rural land base for agricultural production, for energy and minerals, as well as for economic development—are considerable, and rural areas today face the difficult challenge of finding ways to accommodate new growth and development, while at the same time ensuring that essential activities and the inherent values of the landscape are not greatly impaired. A number of issues related to rural land resources are likely to be of key importance to rural America during the coming decade. Included among these issues are farmland protection, soil stewardship, mining and energy development, water resources, and habitat and scenic values. Analysis of recent trends and specific problems in each of these areas indicates that much needs to be done to make federal programs more responsive to the new realities of rural land use. Federal help in protecting rural America is essential to the national interest in ensuring the continued productivity of the country's working landscape. (Related reports on rural development in America are available separately through ERIC—see note.) (MN)

ED 206 923 CE 030 116
Sher, Jonathan

Linking Education and Local Development: An International Perspective.

National Inst. for Work and Learning, Washington, D.C.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Bureau No.—498MH00022

Pub Date—Jun 81

Contract—300-80-0786

Note—37p.; Not available in paper copy due to poor print quality. For related documents see CE 030 110-119.

Pub Type—Information Analyses (070)—Opinion Papers (120)—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Access to Education, Adult Education, Articulation (Education), Case Studies, Change Strategies, Educational Needs, Educa-

tional Planning, Educational Policy, *International Programs, *Linking Agents, Nontraditional Education, Policy Formation, Position Papers, *Program Development, Relevance (Education), Rural Areas, *Rural Development, *School Role Identifiers—*Education and Local Development Project

The Education and Local Development (ELD) Project was designed to conduct research and facilitate cooperation among Organization for Economic Cooperation and Development (OECD) countries that would result in better understanding of existing relationships between education and local development, identification of the potential effects of alternative methods of linking education and local development, documentation of the experiences of member countries in this area, and a set of policy-relevant conclusions for use by policymakers in both the education and development sectors. Analysis of the major issues affecting the linking of education and rural development and examination of a number of case studies of projects designed to link educational and rural development programs resulted in a group of conclusions. Included among these are (1) general conclusions applicable to all elements of ELD work; (2) specific conclusions about the role of formal education in rural development; and (3) specific conclusions about the role of non-formal and adult education in rural development. (Related reports on rural development in America are available through ERIC—see note.) (MN)

ED 206 924 CE 030 117

Agria, Mary A.

Enhancing Traditional and Innovative Rural Support Services.

National Inst. for Work and Learning, Washington, D.C.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Bureau No.—498MH00022

Pub Date—[81]

Contract—300-80-0786

Note—63p.; Not available in paper copy due to poor print quality. For related documents see CE 030 110-119.

Pub Type—Information Analyses (070)—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage. PC Not Available from EDRS.

Descriptors—Communications, Community Centers, Construction Needs, Day Care, Employment Potential, Energy, Federal Aid, Financial Needs, Financial Support, Health Needs, Housing Needs, Needs Assessment, *Program Improvement, *Public Policy, Recreational Programs, *Rural Areas, *Rural Development, *Rural Population, *Rural Urban Differences, Sanitary Facilities, State of the Art Reviews, Transportation, Utilities Identifiers—Private Sector, Public Sector, *Support Services

Despite all the optimistic discussions of a rural renaissance and a significant population turnaround favoring growth in rural communities, rural areas are still experiencing a lack of essential services in virtually every area important to quality of life for rural residents. Included among the areas in which a need for improved rural support services are needed are the following: adequate health care, water and other sanitary systems, child care, transportation, communications, energy, housing facilities, and capacity building. In the past, rural communities have been grossly discriminated against in federal government funding policies. The recent migration to rural areas has created an urgent need for improved rural support services. To fill this need and help rural communities realize their full potential, three priorities must be addressed by all levels of government. These priorities are (1) helping rural communities make maximum use of existing financial, material, and human resources; (2) helping rural areas truly gain equitable funding allocations for support services and other kinds of development; and (3) helping develop more flexible programming initiatives and allocation mechanisms that are genuinely responsive to individual community determinations of need. (Related reports on rural development in America are available through ERIC—see note.) (MN)

ED 206 925 CE 030 118

Gudenberg, Karl A.

Toward a More Rational Education-Economic Development Connection in Rural America: The Collaborative Model.

National Inst. for Work and Learning, Washington, D.C.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Bureau No.—498MH00022

Pub Date—[81]

Contract—300-80-0786

Note—36p.; For related documents see CE 030 111-119.

Pub Type—Opinion Papers (120)—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Community Characteristics, Community Organizations, Cooperation, *Economic Development, Economic Status, Educational Attainment, *Education Work Relationship, Institutional Cooperation, Models, National Programs, Population Trends, *Rural Areas, *Rural Development, Rural Education, Rural Population, Rural Youth, School Community Relationship, School Districts, *School Role, Socioeconomic Status, State Programs

Identifiers—*Rural Work Education Councils, United States

Rural work-education councils are free-standing voluntary associations of community leaders averaging around 21 to 25 voting members who are organized by task-specific action committees working to improve and expand educational and economic development options and thus ease the education-to-work transition in rural America. There are currently three principal successful rural work-education councils organizational models. These are the local nexus, the state nexus, and the national nexus. Included among the factors affecting collaborative education/economic development are parallel human resource development, collaboration at all levels within and without the community, formation of manageable objectives and initiatives, attention to the energy needs and directions of rural economics, and reappraisal of values by rural communities. Several distinguishing elements are critical in determining the appropriate council model, including indices of economic well-being, community socio-economic stratification, institutional development, and the nature and types of educational and training resources. While different rural conditions and needs may require different organizational models, all rural work-education councils need the involvement and support of a broad cross-section of community residents. In addition, there are several functions that most rural work-education councils should undertake. Among these are information and data retrieval, development, dissemination, and utilization; maintenance of a support role for existing institutions and groups; minimizing replication of services; and maintenance of a mutually beneficial relationship between process and outcomes. (Related reports on American rural development are available separately through ERIC—see note.) (MN)

ED 206 926 CE 030 119

White, Susan J.

Exemplary Rural Education and Economic Development Initiatives. State-of-the-Art Report.

National Inst. for Work and Learning, Washington, D.C.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Bureau No.—498MH00022

Pub Date—Sep 81

Contract—300-80-0786

Note—38p.; For related documents see CE 030 110-118.

Pub Type—Information Analyses (070)—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Agency Cooperation, Community Characteristics, Community Resources, Community Support, Coordination, *Economic Development, Educational Needs, Leadership, *Linking Agents, Models, Program Descriptions, *Program Development, Resources, *Rural Areas, *Rural Development, *Rural Education, State of the Art Reviews, Success

Identifiers—Support Services

Only recently has the need to link rural education programs for workers and economic planning been recognized. This interest in linkages has resulted in a variety of intermediary mechanisms for collabora-

tion. Included among the elements or activities necessary for linking education and economic development are the following: a solid base of information about available resources; keeping the community informed and involved in economic development plans to ensure community support; identification and involvement of both the formal and informal leadership structures of the community; collaboration at all levels and with all sectors of the community and with state, regional, and national organizations and agencies; development of supportive services that enhance the work environment and the community; and thoughtful consideration of the community's values, population makeup, and political environment. Programs containing these elements have been identified at all levels of government and in both the public and private sectors. With this base of knowledge, cooperation, and support, the community can decide which strategy is most appropriate for their effort: concentration on providing educational opportunities, direct job creation, overall community development, or a combination of all three strategies. (Related reports on American rural development are available separately through ERIC—see note.) (MN)

ED 206 927 CE 030 122

Bova, Breda Murphy

Motivational Orientations of Senior Citizens Participating in the Elderhostel Program.

Pub Date—81

Note—27p.; Paper presented at the National University Continuing Education Association Regional Meeting (October 21, 1981).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, Adult Programs, *Adult Students, Age, Attitude Measures, Females, Higher Education, *Learning Motivation, Males, Motivation, Nontraditional Students, *Older Adults, Participation, Program Implementation, Questionnaires, Research Methodology, Research Needs, *Test Reliability, Test Validity Identifiers—*Educational Participation Scale, *Elderhostels

A study was conducted (1) to analyze the Educational Participation Scale (EPS) factor patterns derived from a sample of senior citizens in order to contribute additional reliability and validity data to the instrument; and (2) to look at reasons that have influenced senior citizens to pursue educational activities, specifically the Elderhostel Program. The sample for the study was 160 Elderhostel participants at the University of New Mexico and the College of Santa Fe during the summer of 1981. Most participants had a college degree or post-secondary education. The Educational Participation Scale was administered to this sample, with a 75 percent return rate. Four scales consisting of 31 items were used to rank participants' reasons for enrolling in terms of escape/stimulation, social welfare, social relationships, and cognitive interest. (Items from earlier versions of the instrument pertaining to professional advancement were deleted.) It was found that the Educational Participation Scale yielded factor patterns similar to earlier studies by Boshier and Riddle, and that this form of the EPS would be a useful instrument for adult educators and program planners in planning programs for adults. The results from the study further indicate that cognitive interest was the most powerful motivator of the population, with social relationships the next most powerful motivator. No differences in motivation were found by age and sex. (A list of recommendations and practical tips for conducting programs for elderly persons is given at the end of this paper.) (KC)

ED 206 928 CE 030 124

Fair Recruitment: The Model and Strategies.

Southern Illinois Univ., Carbondale. Dept. of Vocational Education Studies.

Spons Agency—Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date—80

Note—109p.; For a related document see CE 029 893.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Adults, *Disabilities, Females, Guidelines, Males, Middle Aged Adults, *Minority Groups, Models, *Nontraditional Occupations, *Nontraditional Students, Older

Adults, Postsecondary Education, Program Implementation, Publicity, Public Relations, Secondary Education, Student Recruitment, Vocational Education

This publication contains a model and 50 strategies for recruiting students into vocational education. The model provides a definition of the recruiting process and guidelines for recruiting male and female students into nontraditional areas, as well as for recruiting older adults, handicapped persons, and members of different ethnic cultures. The three areas of recruitment considered include (1) recruitment into vocational education as opposed to general or academic education; (2) recruitment into specific vocational institutions as opposed to other vocational institutions; and (3) recruitment into specific vocational education programs within the general vocational education program. Strategies are offered for each of these three areas that approach three different levels of action: awareness/interest—to get the attention of persons who have little or no knowledge of vocational education, vocational institutions, or vocational programs; desire/decision—to encourage potential students to make the decision to pursue a vocational occupation; and action/enrollment—to provide the vehicle to get the student into the chosen vocational institution and program. The strategies include a time for implementation, a location for implementation, who should implement the strategy, and details on how the strategy can be implemented. An index to strategies indicates the specific purposes of each strategy as well as the target groups each addresses. Directions for preparing brochures, posters, displays, news articles, news releases and newsletters, radio and television spots, and slide-tape series, and conducting an open house, are included in appendixes. (KC)

ED 206 929 CE 030 126

Adult Vocational Education Needs Assessment for the State of Connecticut. Innovative Models for Adult Vocational Education.

Associated Educational Consultants, Inc., Pittsburgh, Pa.

Spons Agency—Connecticut State Dept. of Education, Hartford. Div. of Vocational Education.

Pub Date—Nov 80

Note—57p; For a related document see CE 030 127.

Pub Type—Reference Materials - Directories/Catalogs (132) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Adult Programs, *Adult Vocational Education, Bilingual Education, Day Care, Disabilities, Displaced Homemakers, Dropouts, Educational Cooperation, Educational Innovation, Educational Television, Industry, Job Skills, *Job Training, Management Development, *Models, Nontraditional Occupations, Out of School Youth, Postsecondary Education, Program Descriptions, Reentry Workers, School Business Relationship, Student Recruitment, Unemployment

Identifiers—Connecticut, Self Employment, Small Businesses

This document provides descriptions of 32 model adult vocational education programs to assist Connecticut vocational education administrators in planning programs to strengthen the basic skills aspect of employment training for adults. The model programs represent the result of a search of the Educational Resources Information Center indexing systems for Resources in Education and Current Index to Journals in Education. Programs are divided into 10 categories: (1) for employed youth (2 programs), (2) for reentry women (2 programs), (3) for students with children (2 programs), (4) for students with special needs (2 programs), (5) for the self-employed (1 program), (6) bilingual and bicultural adaptations (7 programs), (7) cooperative arrangements with industry (5 programs), (8) unique facilities for special programs (4 programs), (9) new ways to recruit students (4 programs), and (10) additional sources (2 programs). Each entry follows this format: program title, school, description, reference (source of information), current status, and contact for additional information. (YLB)

ED 206 930

Newbold, Patricia L.

Research Study to Assess Individual and Vocational Program Needs for Adult Education. Final Report.

Associated Educational Consultants, Inc., Pittsburgh, Pa.

Spons Agency—Connecticut State Dept. of Education, Hartford. Div. of Vocational Education.

Pub Date—Jun 81

Note—202p; For a related document see CE 030 126.

Pub Type—Reports - Evaluative (142) — Reports - Research (143)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Access to Education, Adult Basic Education, Adult Programs, *Adult Vocational Education, Ancillary School Services, Basic Skills, Day Care, Disabilities, Disadvantaged, *Educational Needs, Educational Opportunities, Educational Research, Employment Opportunities, Employment Potential, Females, *Individual Needs, Job Skills, Minority Groups, *Needs Assessment, Surveys

Identifiers—Connecticut

This report provides detailed information of a year-long study of programmatic and individual needs for adult vocational education in Connecticut. Chapter 1 outlines study objectives. Chapter 2 summarizes principal findings and conclusions and recommendations. Findings are categorized by seven factors studied: population, labor force participation, state economy, employment openings, availability of vocational programs, ancillary services, and barriers to adult participation. The detailed findings and statistical information are continued in chapter 3, the major chapter with 120 pages, 29 tables, 19 figures. Chapter 4 synthesizes findings into 14 recommendations for action, including (1) provision of additional training, mostly short-term, part-time, and responsive to specific hiring plans of employers; (2) provision of basic skills training; (3) planning to ensure adequately trained office workers, skilled industrial workers, and high-technology technicians; (4) additional vocational preparation of child care workers; (5) making minority groups, economically disadvantaged, women, and handicapped aware of educational and employment opportunities; and (6) provision of English as a second language courses and bilingual vocational programs. Chapter 5 describes the project design that concentrated on synthesis of data from many sources, including the 1980 census, a survey on barriers to participation, and six regional focus groups. Project materials and survey instrument are appended. (YLB)

ED 206 931

CE 030 129

Vocational Curriculum Resource Assessment. Final Report.

Northeastern Univ., Boston, Mass. Center for Secondary School Work Experience Education.

Spons Agency—Connecticut State Dept. of Education, Hartford. Div. of Vocational Education.

Pub Date—Sep 81

Note—161p.

Pub Type—Reference Materials - Directories/Catalogs (132) — Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Agricultural Education, Directories, Educational Cooperation, Educational Research, *Educational Resources, Education Service Centers, Financial Needs, Financial Support, Institutional Cooperation, Interviews, *Needs Assessment, Postsecondary Education, Program Descriptions, *Resource Centers, Secondary Education, Statewide Planning, *Vocational Education, *Vocational Education Teachers

Identifiers—Connecticut

A project assessed the vocational curriculum resources available to teachers in Connecticut and determined whether these resources met needs of vocational educators. The project was designed as a series of 48 in-depth, on-site interviews at regional vocational-technical schools, educational resource centers, secondary schools, the State Department of Education, cooperating library service units, and regional vocational agricultural centers. Purpose of the interviews was to research goals, objectives, funding sources, materials, services, and equipment available and existing problems. It was determined that few resources exist exclusively to service needs of vocational educators, existing resource centers need to be expanded or new centers must be developed to meet educator needs, use of instructional

technological equipment should be expanded, a networking or sharing system of resources should be developed, and user fees could expand the funding base. Two major concerns of all facilities were funding and collaboration. Appendices, amounting to approximately three-fourths of the report, include (1) site visit summaries; (2) directory of resource centers that provides this information: name, address, hours, phone, contact person, general description, curriculum areas, materials and services, population served, loan policies, and fees; (3) questionnaires; and (4) completed information sheets. (YLB)

ED 206 932

CE 030 133

Jacques, Barbara. Haller, Charles

Teacher Center Feasibility Study. Final Report.

Capitol Region Education Council, West Hartford, Conn.

Spons Agency—Connecticut State Dept. of Education, Hartford. Div. of Vocational Education.

Pub Date—Feb 81

Note—48p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Faculty Development, *Feasibility Studies, Needs Assessment, Postsecondary Education, *Program Effectiveness, Program Evaluation, Questionnaires, Secondary Education, *Teacher Attitudes, *Teacher Centers, Teacher Education, *Vocational Education Teachers

Identifiers—Connecticut

A feasibility study was conducted to determine if the Teacher Center concept can be a logical and productive method of serving staff development needs of Connecticut vocational educators. A questionnaire was distributed to 1150 vocational education teachers in state regional vocational technical schools, regional vocational agriculture centers, and public school systems; 680 responded. Three basic questions were asked: Are vocational educators being served by the existing network of Teacher Centers? Is the model a reasonable and practical approach to serving vocational educators' needs? and If it is, what provisions of format, governance, and geography must be made to ensure success? Findings indicated most respondents were unaware of the existence of a Teacher Center near them and its services. Respondents rated their experiences with Teacher Centers as effective 50% of the time. The majority indicated they would utilize a Center to meet professional and personal needs. They felt a need for creation of local or regional centers designed specifically for vocational educators. Information was also collected on how educators met professional development needs. Recommendations for future development included expansion of services of existing centers and regional services through a regional educational service center. (Twenty tables and the questionnaire are provided.) (YLB)

ED 206 933

CE 030 135

Loiacono, Ronald A. Stribling, Thomas B.

A Study to Design and Implement Employer-Based Evaluation of 1980 Vocational Education Completers and Leavers. Final Report.

Data Guide, Inc., Monroe, Conn.

Spons Agency—Connecticut State Dept. of Education, Hartford. Div. of Vocational Education.

Pub Date—[81]

Note—57p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—College Graduates, *Comparative Analysis, Compliance (Legal), Cost Effectiveness, *Data Collection, Dropouts, Educational Research, Federal Legislation, Followup Studies, Graduates, *Graduate Surveys, High School Graduates, Pilot Projects, Postsecondary Education, Reliability, Secondary Education, *Vocational Education, *Vocational Followup

Identifiers—Employer Surveys, *Rate of Return

A study was conducted to design a set of procedures for complying with the federal mandate for an employer followup of vocational education students. Procedures, designed on the basis of existing literature and federal guidelines, were pilot tested in two ways—one local-program based, the other local-program and state-agency based. The two methods of data collection were compared for rate of return reliability and cost effectiveness. Sample groups included local education agencies, vocational-technical schools, and postsecondary institutions with approved vocational education programs. A low participation rate by schools and a set of comments

on the survey by participating and nonparticipating schools suggested that local vocational educators viewed the survey as an imposition not offset by achieved results. Fewer students were followed up in Pilot One than in Pilot Two. This indicated a possible lack of enthusiasm by Pilot One schools. Results also demonstrated when local vocational educators contacted employers they obtained a higher rate of response. When based on the universe slated for followup, however, the response rate was higher for state-level followup. There was little significant difference between the two pilots when compared for cost effectiveness. (Attachments include correspondence and survey instruments.) (YLB)

ED 206 934

CE 030 136

Whinfield, R. W.

A Study of Admissions Criteria and Its Relationship to Achievement in Connecticut Regional Vocational Technical Schools.

Connecticut Univ., Storrs. Dept. of Higher, Technical, and Adult Education.

Spons Agency—Connecticut State Dept. of Education, Hartford. Div. of Vocational Education.

Pub Date—30 Apr 81

Note—74p.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Ability, Academic Achievement, *Admission (School), *Admission Criteria, Blacks, Grade Point Average, *Grade Prediction, High Schools, Hispanic Americans, Minority Groups, *Outcomes of Education, Pilot Projects, Questionnaires, Research Methodology, Selective Admission, *Student Characteristics, Success, *Vocational Schools

Identifiers—Connecticut

A study was conducted to evaluate the admission criteria being used by the Connecticut Regional Vocational Technical Schools for the years 1977-1979, in an attempt to determine whether or not admission criteria and success in school could be used to predict second- and third-year grades. In addition, a pilot study was developed to follow up graduates and dropouts after they leave school. The study methodology was to draw a sample of students from all schools, representing race and sex distributions of the total population. Using student application forms and school records, data on each of the students in the sample was collected, coded, entered into a computer, and verified. Findings included that (1) there is no relationship between the admission criteria and any of the variables related to family, sending school non-academic information, or personal characteristics; (2) students' characteristics by race, family, and sex have remained the same over the three years and is not different from the applicants; (3) the prediction of academic grade point average can be done at an acceptable level using the admission criteria and previous grades; (4) prediction of trade grade average using admission criteria is unacceptable; (5) admission criteria can be used to identify potential dropouts; and (6) different races score differently on the admission test. The follow-up instrument developed was found to be useful. It was concluded that the admission criteria are effective in selecting academically qualified students; however, it may discriminate against minority groups. It was also concluded that the criteria can predict academic but not trade success. Recommendations, for using only the test and grades for admission, criteria, and for further research, were made. (KC)

ED 206 935

CE 030 142

Roake, John T.

A Pilot Program to Provide Ownership Skills to Seniors in the Vocational Technical Schools and Other Educational Institutions. Year Three. Final Report.

Norwich Regional Vocational Technical School, Conn.

Spons Agency—Connecticut State Dept. of Education, Hartford. Div. of Vocational Education.

Pub Date—12 Jun 81

Note—119p.; For a related document see ED 194 716.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Business Administration, Business Education, *Business Skills, Course Descriptions, *Courses, *Curriculum Development, Grade 12, Graduate Surveys, High Schools, Pilot Projects, Pretests Posttests, Program Descriptions, Program Design, Questionnaires, Regional Schools,

Student Evaluation, *Vocational Education, Vocational Schools

Identifiers—*Ownership, Small Businesses, *Small Business Management

This report provides information about the 54-hour module in ownership and/or management of a small business, Mind Your Own Business, that was taught to all twelfth grade students at the Norwich Regional Vocational Technical School. A twelve-page abstract outlines the topics/business principles studied, describes the program, and summarizes setting, funding, and program design. The introduction discusses the problem that led to development of the course—lack of student understanding of business skills—reviews pertinent literature, and lists 17 project objectives. In the next section entitled Summary are presented results of the pretests, unit tests, posttest, two-part student evaluation questionnaire, and class of 1980 graduate survey. These conclusions are reported: the course is a model for other vocational-technical schools, overall program rating was good, posttest scores were higher than pretest scores indicating learning, and students indicated a need for the program. The final section, Project Design, overviews activities, participants, methods, evaluation, time schedule, results, and dissemination. Appendixes, amounting to approximately one-half of the report, include a bibliography, tests, questionnaire, survey, test results, and sample materials. (YLB)

ED 206 936

CE 030 147

Hispanic Vocational Exploration Project. Final Report.

Centro De La Comunidad, Inc., New London, Conn.

Spons Agency—Connecticut State Dept. of Education, Hartford. Div. of Vocational Education.

Pub Date—31 Jul 81

Note—66p.; For a related document see ED 195 669.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—After School Programs, Bilingual Education, *Career Exploration, Counseling Services, Grade 8, Grade 9, *Hispanic Americans, *Junior High School Students, School Community Relationship, School Holding Power, Sex Fairness, *Student Recruitment, Vocational Aptitude, *Vocational Education, Workshops

Identifiers—Connecticut

During its second year, the Hispanic Vocational Exploration Project recruited eighth and ninth grade Hispanic youth for a four-week cycle, after-school, career exploratory program at Southeastern Regional Vocational Technical School, Groton, Connecticut. A series of career education workshops was the other major project activity. Supportive services offered to participants were counseling (personal, career, and academic), and an after-school tutorial program. Social and recreational activities were also available. Outreach and recruitment strategies emphasizing sex fairness included bulk mailings, use of the Spanish language radio station, parent orientation, and identification through the school system. Instructors assessed each participant's performance for each shop. Evaluation of program goals and objectives revealed that the program (1) developed awareness in vocational education as an educational alternative for Hispanic youth, (2) was successful in increasing the sensitivity and awareness of the vocational school in regard to Hispanic students, and (3) developed cooperative mechanisms between the school and Hispanic community to recruit students. (Appendixes include project materials, sample career workshop format, and evaluation forms.) (YLB)

ED 206 937

CE 030 150

Thompson, Donald And Others

Encouraging Linkages Between CETA Youth Programs and Vocational Education in the State of Connecticut. Final Report.

Connecticut Univ., Storrs. School of Education.

Spons Agency—Connecticut State Dept. of Education, Hartford. Div. of Vocational Education.

Pub Date—Jun 81

Note—125p.; Appendixes will not reproduce well due to small print.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Opinion Papers (120) — Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Agency Cooperation, Conference Proceedings, Conferences, *Coordination, *Educational Cooperation, Federal Legislation, Fed-

eral Programs, Institutional Cooperation, Job Training, Program Effectiveness, School Community Relationship, *School Districts, Secondary Education, State Surveys, Unemployment, *Vocational Education, Youth Employment, *Youth Programs

Identifiers—*Comprehensive Employment and Training Act, Connecticut, *Linkage, Youth Employment Training Program

This report of a program to increase cooperation, coordination, and collaboration between Comprehensive Employment and Training Act (CETA) youth programs and local educational agency (LEA) systems provides information on the laws and regulations supporting cooperative efforts. It also reports findings of a survey of educators and CETA Youth Employment and Training Program (YETP) and LEA staff. Chapter 1 outlines program objectives and activities. Chapter 2 summarizes federal legislation supporting mandated linkages, overviews some efforts, and reviews research on vocational education and manpower training program effectiveness. In chapter 3 are presented results of a survey of LEA and CETA personnel regarding adequacy of linkage efforts and obstacles to improving these efforts. Data indicates major discrepancies between the perceptions regarding the types and degree of cooperative effort. Program uncertainty and inconsistencies are reported as the greatest obstacles to effective linkages. Chapter 4 contains conference proceedings. The eight presentations focus on impact of Reagan budget proposals on the implications of economic development in Connecticut for vocational education, employment training programs, and private sector initiatives and three successful linkage programs. Chapter 5 makes recommendations for linkage action. Appendixes contain the survey instrument and data. (YLB)

ED 206 938

CE 030 153

1979-1981 Vocational Education Improvement Projects.

Connecticut State Dept. of Education, Hartford. Div. of Vocational Education.

Pub Date—81

Note—28p.

Pub Type—Reference Materials - Directories/Catalogs (132) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Agricultural Education, Bilingual Education, Business Education, Career Awareness, *Career Education, Career Exploration, Career Planning, Carpentry, Cooperative Education, *Curriculum Development, *Demonstration Programs, Disabilities, Educational Environment, Educational Improvement, Elementary Secondary Education, Energy Conservation, Hispanic Americans, Improvement Programs, Job Skills, Maintenance, Needs Assessment, *Research Projects, Sex Fairness, Solar Radiation, Special Education, Teacher Education, Test Construction, *Vocational Education

Identifiers—Comprehensive Employment and Training Act, *Connecticut, Linkage, Ownership

This brochure provides summaries of 23 exemplary, research, and curriculum projects known as the Vocational Improvement Program that share three concerns: meeting needs of underserved students, sex fairness, and excellence in vocational education. The 14 exemplary projects focus on vocational exploration and skill building in marine and related occupations for the handicapped, solar energy training, Hispanic vocational exploration, career and occupational awareness, ownership skills for seniors in vocational-technical schools, sex equity in counseling and vocational education, career exploration, energy conservation skills, carpentry and building maintenance curriculum for special education, exploring careers, inservice training for handicapped, encouraging Comprehensive Employment and Training Act/Vocational Education linkages, life career plan, and bilingual vocational training. Seven research projects deal with shop theory curriculum development using audiovisual aids with special needs students, training vocational teacher trainers, developing curriculum-based skill assessment instruments, vocational agriculture, developing occupational task structures and training time standards for cooperative vocational education, school climate, and Greater New Haven training needs. The two curriculum projects concern two curriculum revision programs. Names, addresses, and phone numbers of program directors are provided. (YLB)

ED 206 939

CE 030 155

Ater, E. Carolyn, Ed.

Senior Adult Consumer Advisory Manual, Texas Tech. Univ., Lubbock. School of Home Economics.

Spons Agency—Office of Consumer's Education (ED), Washington, D.C.

Pub Date—Aug 77

Note—240p.

Available from—College of Home Economics, Texas Tech University, P.O. Box 4170, Lubbock, TX 79409 (\$7.00. Limited supply).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Clothing, *Consumer Education, Credit (Finance), Death, Electrical Appliances, Food, Health Services, *Helping Relationship, Housing, Insurance, Leisure Time, Money Management, *Older Adults, *Peer Counseling, Program Development, Program Evaluation, Program Implementation, Purchasing, Recreation, Safety, Social Services, Transportation Identifiers—Fraud

This manual is intended for use by senior adult peer advisors (age 60 and over) engaged in helping relationships in providing consumer education to other senior adults. The advisory procedures are based on a problem solving approach which incorporates the development of a self-help concept. Chapter 1 provides information on consumer advising. It presents advising steps with examples and briefly discusses group sessions. Three references for additional information on the helping relationship are given. Chapters 2-16 contain information in outline form on these topics: appliances; clothing; credit; death and burial; food; frauds, gyms, and deceptive schemes; housing; insurance; health care; money management; recreation and leisure; safety in the home; shopping strategies; social services; and transportation. Since the manual is designed for use in a broad geographic area, a Local Information Supplement at the end of each chapter provides examples of what resource list is also included. At the end of the manual is a guideline chapter to aid in development, implementation, and evaluation of a Senior Citizen's Consumer Program. (YLB)

CG

ED 206 940

CG 015 042

Young, Emily Morrill

You and Me and Human Sexuality. Teacher's Manual.

Texas School for the Deaf, Austin.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—80

Note—132p.; For related document, see CG 015 043.

Available from—Texas School for the Deaf, 1102 South Congress Avenue, Austin, TX 78704 (\$6.00).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adolescents, Audiovisual Aids, *Deafness, Educational Objectives, *Group Activities, Instructional Materials, *Learning Activities, Mastery Tests, Secondary Education, Secondary School Teachers, *Sex Education, *Sexuality, Teaching Guides, *Teaching Methods This teacher's manual is designed for teaching deaf adolescents about human sexuality. Each chapter is organized into topic objectives, large group content presentation strategies, small group activities, materials, and resources. Topics include: (1) relationships; (2) adolescent growth and development; (3) female and male anatomy; (4) conception, fetal development, and birth; (5) contraception; (6) sexual intercourse and responsibilities; and (7) sex roles. Recommendations for implementing the program and guidelines for leading small group discussions are provided. A human sexuality pre- and post-test with illustrated questions is also included. (RC)

ED 206 941

CG 015 043

You and Me and Human Sexuality: A Student

Booklet Written for Deaf Adolescents.

Texas School for the Deaf, Austin.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—80

Note—117p.; For related document, see CG 015 042.

Available from—Texas School for the Deaf, 1102 South Congress Avenue, Austin, TX 78704 (\$6.50).

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adolescent Development, *Adolescents, Anatomy, Audiovisual Aids, *Contraception, *Deafness, Interpersonal Relationship, *Physical Development, Resource Materials, Secondary Education, *Sex Education, *Sexuality This student booklet, designed to teach deaf adolescents about human sexuality, is written for students with a second- to fourth-grade reading level. Topics include: (1) relationships; (2) adolescent growth and development; (3) female and male anatomy; (4) conception, fetal development, and birth; (5) contraception; and (6) sexual intercourse and responsibilities. A section of questions and answers relating to the topics is also provided. This student booklet is useful as an individual text for classroom instruction and as a resource for a school library. (RC)

ED 206 942

CG 015 380

Hyland, Timothy F. Schrenker, Robert J.

The Evolution of a Community Drug Abuse Program: Families Have a Critical Role.

Pub Date—13 Feb 81

Note—22p.; Paper presented at the Winter Convention of the American Association of School Administrators (Atlanta, GA, February 13, 1981).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrators, Coping, *Curriculum Development, Decision Making, Drug Abuse, *Drug Education, Elementary Secondary Education, *Family Role, *Parent School Relationship, Prevention, Program Descriptions, *School Responsibility, Student Development, *Student Problems

This description of the Merrillville Substance Abuse Program initially reviews the problems that student drug abuse poses for school administrators. A community needs assessment is described and the evolution of a developmental drug education program is presented. Educational strategies targeted to parents, teachers, and students are discussed, including informational presentations and P.T.O. programs designed to enhance parent-child communications. The efforts to involve students concentrate on the implementation of a systematic developmental drug education program and a systematic decision-making and coping skills program. The adoption of two programs is discussed, including the Me/Me Program, a developmental curriculum targeted at substance abuse education, self-concept, values clarification, and decision making skills for K-6 students, and the Quest Program for high school students. A pilot program of the Me/Me curriculum, a one-day staff inservice program, and a sixth grade transition program for elementary to junior high school are detailed. Disciplinary actions and future plans for changes in the comprehensive program are also reviewed. (NRB)

ED 206 943

CG 015 381

Strachan, Angus And Others

Rating Openness: A Training Manual.

Pub Date—Jun 79

Note—27p.

Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Counselor Training, *Disclosure, Helping Relationship, Higher Education, Measurement Techniques, Nondirective Counseling, *Perspective Taking, Psychotherapy, *Rating Scales, Role Playing, *Skill Development, Test Construction, *Training Methods Identifiers—*Group Assessment of Interpersonal Traits

This training manual explains the process of rating client openness from a short sample of dyadic help-interacted interactions. The overview of client open-

ness includes a discussion of the 10-week undergraduate program which teaches students to assess client openness based on behavioral ratings from the Group Assessment of Interpersonal Traits (GAIT). The GAIT procedure, in which each person spends five minutes in a client role and five minutes in a helping role, is described in depth. The manual considers the theoretical basis of the GAIT scale in relation to the intimacy of the discussion topic, the importance of the self-disclosure, and the individual's level of experiencing. The prediction of therapeutic talent from the helper-as-client's level of openness is discussed. Finally, the training technique and the rating procedure are described in detail, including many ratings examples to define scale points. (Author/NRB)

ED 206 944

CG 015 382

Yager, Geoffrey G. Beck, Terry F.

Beginning Practicum Experiences: Anxiety and Its Consequences.

Pub Date—Apr 81

Note—15p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (St. Louis, MO, April 12-15, 1981).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Anxiety, Coping, Counselor Educators, *Counselor Performance, *Counselor Training, *Emotional Response, Empathy, Helping Relationship, Higher Education, *Practicum Supervision, Professional Education, Responsibility, *Skill Development, State of the Art Reviews Beginning counselors are rarely able to avoid anxiety during early counseling sessions. The fears involved in demonstrating counseling arise from: (1) irrational beliefs concerning "the perfect response;" (2) academic coursework which seems to equate psychological illness with poor counseling skills; (3) uncertainty about necessary skills; and (4) anxiety engendered by the change process. Research on the effects of practicum anxiety indicates that highly anxious students are less effective in counseling with clients and that anxious counselors often have reduced levels of recall. Defensive expressions of resistance used by beginning counselors to counteract their fears of criticism and evaluation have been investigated; each response to anxiety represents an attempt to avoid responsibility for counseling session process and outcome. A catalog of typical, anxiety-initiated, inappropriate responses of trainees with clients would help practicum supervisors to identify, understand, and empathize with students. Supervisors of beginning counseling students should recall their initial experiences as counselors, should not make assumptions without confirmation, and should trust and respect supervisors as developing professionals. (Author/NRB)

ED 206 945

CG 015 383

Pierce, Norma F.

Comparison of Sex-Role Orientation and Personality Variables in Traditional Women and College Re-Entry Women.

Pub Date—Mar 81

Note—17p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (27th, Atlanta, GA, March 25-28, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, *Females, Feminism, Higher Education, *Homemakers, Individual Differences, Labeling (of Persons), Life Style, *Midlife Transitions, Nontraditional Students, *Personality Traits, *Reentry Students, Role Conflict, *Sex Role, Student Characteristics Studies have indicated that mature women maintain a permanent role identity along two dimensions, i.e., traditional women or nontraditional women. However, the lifespan of many mature adult women may be on the continuum between these two positions, i.e., in the position of "deferred achiever." The personality variables and sex-role orientations of a group of 72 women over age 30, classified as either traditional homemakers or reentry college students were investigated. Data on sex-role orientation revealed that traditional homemakers were more intra-family-oriented, while reentry women were more extra-family-oriented. Traditional women held conservative views about women's role in society; reentry women held more liberal views. Personality measures revealed that traditional women scored higher in socialization, femininity, and low risk-taking behaviors; reentry women

scored significantly higher on capacity for status, sociability, social presence, achievement, intellectual efficiency, psychological-mindedness, flexibility, and autonomous behavior. Reentry women appeared to form a third category of mature women in transition from a traditional to a nontraditional position. (NRB)

ED 206 946 CG 015 384

Zegman, Marilyn A.
Assessment of Adherence to Eating Habit and Exercise Components in a Behavioral Weight Control Program.

Pub Date—Mar 81

Note—7p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (27th, Atlanta, GA, March 25-28, 1981).

Pub Type—Reports - Research (143)—Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Behavior Modification, Behavior Patterns, Body Weight, Change Strategies, Diets, *Eating Habits, *Exercise, *Females, Nutrition, *Obesity, *Program Effectiveness, Self Control, Self Evaluation (Individuals)

Although the augmental value of exercise to behavioral weight control programs has been suggested, demonstration of this value is dependent upon an assessment of adherence to change in eating habits and activity patterns. Self-report measures of adherence were obtained from overweight college women undergoing treatment that involved either dietary restriction or dietary restriction with exercise. Change in recovery pulse rate was used as an additional measure of adherence to exercise. Results analyzed after 10 weeks of treatment revealed that all subjects reported high levels of adherence when caloric intake and output were recorded. Neither group adhered to good eating habits consistently; however, the diet/exercise group increased their activity levels. The findings suggest that the differential weight loss between groups may be attributed to an increase in physical activity by the exercise group. (NRB)

ED 206 947 CG 015 385

Petersen, Anne C. And Others

Sex Differences in Cognition: Exploring Alternative Explanations. Symposium Papers.

Chicago Univ., Ill.; Michael Reese Hospital and Medical Center, Chicago, Ill.

Spons Agency—Spencer Foundation, Chicago, Ill. Pub Date—Sep 80

Note—78p.; Papers presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980). Best copy available.

Pub Type—Reports - Research (143)—Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Adolescents, Attribution Theory, *Cognitive Ability, Cognitive Development, Developmental Stages, *Individual Development, Individual Differences, Parent Child Relationship, *Performance Factors, Psychological Characteristics, *Sex Differences, *Spatial Ability

This document contains five symposium papers exploring sex differences in cognition. The first paper defines the purposes of the study, i.e., to examine which cognitive performance factors are related to sex differences, and to investigate possible biological, social, and psychological factors affecting developmental sex differences. The second paper reports research results indicating that scores on a physical mathematical reasoning measure are related to spatial ability group and that sex differences in ego development exist. The third paper discusses the research finding that some affective parent behaviors are related to spatial ability groups. The absence of differential parental socialization of boys compared to girls is also discussed. The fourth paper focuses on the lack of evidence that sex-typed activities of the adolescent sample are related to spatial ability groups. The final paper presents the finding that later maturation is related to higher spatial ability and notes that this effect did not appear to operate through brain lateralization. The document concludes with a brief overview of the future research steps. (NRB)

ED 206 948 CG 015 386

Ryan, T. A.

A Model for a Deinstitutionalization Program for Youthful Offenders.

Pub Date—13 Apr 81

Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type—Reports - General (140)—Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, Delinquency, *Delinquent Rehabilitation, Formative Evaluation, Individual Needs, Institutionalized Persons, Juvenile Courts, Models, *Needs Assessment, *Program Implementation, *Residential Programs, *Systems Approach, *Youth Problems

Identifiers—*Deinstitutionalization (of Delinquents)

This model of a deinstitutionalization program begins with a definition of juvenile delinquency and historical antecedents of current juvenile justice approaches. The extent of juvenile delinquency is noted, and the Juvenile Justice and Delinquency Prevention Act is reviewed. The deinstitutionalization model is presented as a residential program for dependent youth, 13 to 15 years of age, who demonstrate the ability to function successfully in traditional foster home settings. The rationale for the model, needs assessment methods, product and process goals, performance objectives, and alternative methods for achieving product goals are described. The implementation plan is reviewed, focusing on public relations, legislation, implementation schedules, advisory committees, community participation, budgeting, staff recruitment and training, and facilities. The formative self-evaluation procedure is also described in the systems approach to planning, implementation, and evaluation. (NRB)

ED 206 949 CG 015 387

Piggott, Tonya And Others

The Relationship of Sex Role and Career Factors in Career Decision Making.

Pub Date—[80]

Note—37p.; Figure 1 is of marginal legibility.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adjustment (to Environment), *Androgyny, Attitudes, *Career Choice, *Decision Making, Influences, Personality Traits, *Psychological Characteristics, Role Perception, *Sex Differences, *Sex Role, Socialization

Although the effects of sex-role socialization factors on career decision-making have received increased attention, little research has assessed the relationship between sex role variables and the factors affecting career decision-making. Differential effects and interactions of sex, sex role orientation, and sex role attitudes on six factors affecting career decision making were assessed in a sample of college students (N=270), who completed the Bem Sex Role Inventory, Attitudes Toward Women Scale, and the Career Factor Checklist. Analysis of variance revealed significant differences or interactions for subjects depending on their sex, sex role orientation, and sex role attitude for the familial, individual, situational, and psychosocial-emotional factors. Sex differences were found for the psychosocial-emotional factors, with men reporting a greater effect of these problem areas than women. Main effects for sex role orientation were found for the familial, individual, and psychosocial-emotional factors. Results indicated significant interactions of sex role orientation and attitude for the familial factor and a triple interaction of sex, sex role attitude, and sex role orientation for the situational factor. The main effect for sex role orientation on the psychosocial-emotional factor supports the notion that androgynous people are more psychologically functional and adjusted. (Author/NRB)

ED 206 950 CG 015 388

Mahrt, James And Others

Expanding Career Options: A Model Sex Equity Program. Trainer Manual.

Macomb County Intermediate School District, Mount Clemens, Mich.

Spons Agency—Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.

Pub Date—80

Note—211p.; For related document, see CG 015 389. Some pages may not reproduce clearly.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Career Development, *Change Strategies, *Class Activities, Curriculum Guides, Lesson Plans, Secondary Education, *Sex Bias, Sex Fairness, Sex Stereotypes, *Staff Development, Student Needs, *Training Methods

This trainer manual is a collection of student activities adapted or adopted from numerous exemplary, nationwide projects focusing on the problem of sex bias and sex role stereotyping. The materials are designed to assist school personnel in the development of sex equity programs or the infusion of such programs into existing subject areas. The guide is divided into four chapters of activities, with lesson plan outlines, purpose, setting, materials, time, and group process techniques. An annotated bibliography of resource materials is also included. This guide is intended for use with secondary school teachers as well as teachers of special needs and special education students. (NRB)

ED 206 951 CG 015 389

Mahrt, James Fouts, Joyce

Expanding Career Options: A Model Sex Equity Program. Participant Guide.

Macomb County Intermediate School District, Mount Clemens, Mich.

Spons Agency—Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.

Pub Date—80

Note—95p.; For related document, see CG 015 388. Some pages may not reproduce clearly.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Career Development, Individual Needs, *Inservice Teacher Education, Nontraditional Occupations, Objectives, *Planning, Program Evaluation, *Program Implementation, School Personnel, *Sex Fairness, Teacher Workshops, *Training Methods

This guide is designed to assist local school district personnel in planning, developing, and implementing sex equity programs to expand students' career and vocational options, especially in nontraditional areas. The activities and materials in this participant manual are coordinated with a two-day inservice training session for teams of educators, e.g. an administrator, counselor, vocational educator, media specialist, and subject area teachers from each participating school. The workshop agenda is outlined, followed by a brief statement of goals, activities, readings, program surveys, and workshop evaluation forms. The appendix describes three Ohio Center Field Test Models. (NRB)

ED 206 952 CG 015 390

Training of Trainers: Trainer Manual.

National Drug Abuse Center for Training and Resource Development, Gaithersburg, Md.; University Research Corp., Bethesda, Md.

Spons Agency—National Inst. on Drug Abuse (DHHS), Rockville, Md. Div. of Resource Development.

Report No.—NDACTRD-80-00122

Pub Date—Jul 80

Contract—NIDA-271-79-4719

Note—329p.; For related document, see CG 015 391.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (\$8.00).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors—Counselor Educators, Counselors, *Counselor Training, *Delivery Systems, Drug Abuse, *Drug Education, Group Dynamics, Learning Theories, *Skill Development, *Teaching Methods, *Training Methods

This manual is designed to train individuals to deliver courses developed within the National Training System of the National Institute on Drug Abuse (NIDA). The training guide, describes the content and activities that constitute training delivery, identifies behaviors and skills associated with training delivery, elaborates on program design and modification, and provides opportunities for participants to refine skills for effective training delivery. The materials contain 10 modules focusing on: (1) adult learning theory; (2) small group process-the learning environment; (3) trainer style; (4) cultural considerations in training; (5) methods and media used in course delivery; (6) the processing of learning experiences; (7) interventions to enhance learning; (8) adaptations of training packages; (9) practice;

and (10) formal and informal evaluations. Each module consists of a rationale and synopsis, goals, objectives, outline of training activities, worksheets, reference sheets, and visual aids. Also included is a glossary of training terms, pretests, and posttests. (KMF)

ED 206 953 CG 015 391

Training of Trainers: Participant Manual.
National Drug Abuse Center for Training and Resource Development, Gaithersburg, Md.; University Research Corp., Bethesda, Md.
Spons Agency—National Inst. on Drug Abuse (DHHS), Rockville, Md. Div. of Resource Development.
Report No.—NDACTRD-80-00123
Pub Date—Jul 80
Contract—NIDA-271-79-4719
Note—542p.; For related document, see CG 015 390.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (\$8.00).

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF02/PC22 Plus Postage.
Descriptors—Counselors, *Counselor Training, *Delivery Systems, Drug Abuse, *Drug Education, Group Dynamics, Learning Theories, *Skill Development, *Teaching Methods, *Training Methods

This manual is designed to be used by individuals being trained to deliver courses developed within the National Training System of the National Institute on Drug Abuse (NIDA). The guide provides resources essential to understanding course content, and provides materials to enable participants to be actively involved in the learning exercises. The manual is divided into 10 modules focusing on: (1) adult learning theory; (2) small group process-the learning environment; (3) trainer style; (4) cultural considerations in training; (5) methods and media used in course delivery; (6) the processing of learning experiences; (7) interventions to enhance learning; (8) adaptations of training packages; (9) practice; and (10) formal and informal evaluations. Each module consists of goals, objectives, worksheets, reference sheets, and selected readings. A glossary of training terms is also included. (KMF)

ED 206 954 CG 015 392

Community-Based Prevention Specialist. Trainer Manual.

National Drug Center for Training and Resource Development (DHHS/PHS), Washington, D.C.; University Research Corp., Bethesda, Md.
Spons Agency—National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
Report No.—NDACTRD-80-00120
Pub Date—Mar 81
Contract—NIDA-271-79-4719
Note—151p.; For related document, see CG 015 393.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (\$6.00).

Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Community Role, *Community Support, *Drug Abuse, Individual Needs, Minority Groups, Needs Assessment, *Planning, *Prevention, *Program Development, Program Evaluation, Rural Population, *Training Methods

This trainer manual is designed to assist facilitators in the design of entry-level courses and programs for substance abuse prevention specialists. The manual initially concentrates on a basic, generic approach to community work, and introduces the knowledge and skills needed to implement substance abuse prevention programs by using the community and its subsystems. Course goals and objectives are reviewed in the introduction. The notes to the facilitator emphasize group facilitation skills, flexibility, and an understanding of the specific needs of minorities and rural populations. The nine training modules are detailed in terms of goals, objectives, required materials, exercises, and activities. Worksheets, supplementary materials, and references are also given. The course materials focus on prevention strategies, knowledge of the community, the development of community support, implementation techniques, and burnout. The course pre-/post-test is provided at the conclusion of this manual. (NRB)

ED 206 955 CG 015 393

Community-Based Prevention Specialist. Participant Manual.

National Drug Center for Training and Resource Development (DHHS/PHS), Washington, D.C.; University Research Corp., Bethesda, Md.
Spons Agency—National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
Report No.—NDACTRD-80-00121
Pub Date—Mar 81
Contract—NIDA-271-79-4719
Note—340p.; For related document, see CG 015 392.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (\$8.00).

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC14 Plus Postage.

Descriptors—Community Role, *Community Support, *Drug Abuse, Individual Needs, Minority Groups, Needs Assessment, *Planning, *Prevention, *Program Development, Program Evaluation, Program Implementation, Rural Population, *Training Methods

This participant manual is designed to assist substance abuse prevention specialists in the development of knowledge and skills in implementing community-based programs through an entry-level course. The manual initially concentrates on a basic, generic approach to community work, and reviews course goals and objectives. The nine training modules are detailed in terms of goals, objectives, required materials, exercises, and activities. Figures, worksheets, supplementary materials, and references are provided, along with selected readings and bibliographies. The course materials focus on prevention strategies, knowledge of the community, the development of community support, implementation techniques, and burnout. The course pre-/post-test is provided at the conclusion of the manual. (NRB)

ED 206 956 CG 015 394

Prevention Program Management. Trainer Manual.

National Drug Center for Training and Resource Development (DHHS/PHS), Washington, D.C.; University Research Corp., Bethesda, Md.
Spons Agency—National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
Report No.—NDACTRD-80-00118
Pub Date—Mar 81
Contract—NIDA-271-79-4719
Note—214p.; For related document, see CG 015 395.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (\$6.50).

Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Administrator Education, Administrators, Change Strategies, *Drug Abuse, *Management Development, Minority Groups, *Planning, *Prevention, *Program Improvement, *Skill Development, Training Methods, Workshops

This training package, which centers on effective management and the operation of valid prevention programs, presents a five-day training experience designed to help managers of substance-abuse prevention programs. In this trainer manual, the introduction includes a list of course goals and objectives, a summary of the ten individual training modules, and notes to the trainer teams. Outlines for each module list goals, objectives, required materials, activities, and facilitator instructions. Worksheets, references, and a course pre-/post-test are also provided. The materials focus on the components of prevention, program management, change strategies, management tools, networking and interagency collaboration, special populations, resource development, action planning, and burnout prevention. (NRB)

ED 206 957 CG 015 395

Prevention Program Management. Participant Manual.

National Drug Center for Training and Resource Development (DHHS/PHS), Washington, D.C.; University Research Corp., Bethesda, Md.
Spons Agency—National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
Report No.—NDACTRD-80-00119
Pub Date—Mar 81
Contract—NIDA-271-79-4719
Note—310p.; For related document, see CG 015

394.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (\$8.00).

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Administrator Education, Administrators, Change Strategies, *Drug Abuse, *Management Development, Minority Groups, *Planning, *Prevention, *Program Improvement, *Skill Development, Training Methods, Workshops

This training package, which centers on effective management and the operation of valid prevention programs, presents a five-day training experience designed to help managers of substance-abuse prevention programs. In this participant manual, the introduction includes a list of program goals and objectives and a summary of the ten individual training modules. Outlines for each module list goals, objectives, materials, and exercises. Figures, worksheets, selected readings, and bibliographies are also provided. The materials focus on the components of prevention, program management, change strategies, management tools, networking and interagency collaboration, special populations, resource development, action planning, and burnout prevention. (NRB)

ED 206 958 CG 015 396

Johnston, Lloyd D. And Others
Highlights from Student Drug Use in America 1975-1980.

Michigan Univ., Ann Arbor. Inst. for Social Research.

Spons Agency—National Inst. on Drug Abuse (DHHS), Rockville, Md. Div. of Research.

Report No.—DHHS-ADM-81-1066
Pub Date—80

Grant—NIDA-3-R01-DA-01411-06
Note—115p.

Available from—National Clearinghouse for Drug Abuse Information, 5600 Fishers Lane, Rockville, MD 20857 (\$4.00).

Pub Type—Reports - Descriptive (141) — Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Adolescents, *Drug Use, High Schools, *High School Seniors, *Illegal Drug Use, Longitudinal Studies, Program Descriptions, *Student Attitudes, *Student Behavior, Trend Analysis

This report presents findings from a national survey of the 1975-80 high school classes, focusing on drug use and related attitudes of American high school seniors. The materials highlight data on grade of first use, usage trends at earlier grade levels, intensity of drug use, attitudes and beliefs about various types of drug use, and students' perceptions about their social environment. A description of the research is provided in the introduction, followed by an overview of key findings from 1980 data, e.g., a decline in the use of cigarettes, marijuana, PCP, inhalants, and barbiturates, and stability in the use of cocaine and heroin. An increase in the use of stimulants and methaqualone is reported, accompanied by an increase in the proportion of seniors who use illicit drugs other than marijuana. The conclusion reflects the continued trend of widespread drug use among high school students. (NRB)

ED 206 959 CG 015 397

Gardner, Stephen E. Ed.
Drug and Alcohol Abuse: Implications for Treatment. Treatment Research Monograph Series.

Spons Agency—National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.

Report No.—DHHS-ADM-80-958
Pub Date—81

Contract—NIDA-271-77-4504
Grant—NIDA-H81-DA-01113

Note—151p.; Prepared by Richard Katon Associates Inc., Rockville, MD.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (\$5.50).

Pub Type—Collected Works - General (020) — Reports - Descriptive (141) — Information Analyses (070)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Alcoholism, Anthologies, *Behavior Patterns, Crime, *Drinking, *Drug Abuse, *Drug Rehabilitation, *Drug Use, Illegal Drug Use, Physical Health, Psychological Needs, Sedatives, Use Studies

Articles in this monograph examine key issues in

combined drug and alcohol use. The first chapter discusses clinical and research evidence about the physical and psychological effects of various drug and alcohol combinations. Chapter Two presents findings about usage patterns of alcohol and drugs. The impact of alcohol use in a treatment setting is explored in the third chapter; alcohol problems in a methadone maintenance program are discussed, including recognition and diagnosis and the development of alternative treatment protocols. Chapter Four provides an in-depth examination of the sedative-alcohol abuser. The relationships between different facets of crime and patterns of substance abuse are examined in Chapter Five. The sixth chapter reports on a followup sample of 1,409 clients of a drug abuse treatment program and examines alcohol use and its relationship to illicit drug use and treatment before, during, and after treatment. The final chapter examines the common elements underlying heroin/alcohol abuse. Demographic and psychosocial variables of substance abusers are explored, along with the sequential use of alcohol and heroin. (Author/NRB)

ED 206 960 CG 015 398

Mathis, Patricia A. Prokop, Ruth T.

Sexual Harassment in the Federal Workplace: Is It a Problem? A Report of the U.S. Merit Systems Protection Board Office of Merit Systems Review and Studies.

Merit Systems Protection Board, Washington, D.C. Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date—Mar 81

Note—210p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (\$6.00).

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Employed Women, *Employee Attitudes, *Federal Government, *Government Employees, *Individual Characteristics, *Job Satisfaction, *Prevention, *Sex Differences, *Sex Discrimination, *Social Problems, *Surveys, *Work Environment

Identifiers—*Sexual Harassment

This report represents the culmination of a year-long evaluation of the nature and extent of sexual harassment in the federal government. The various chapters explore the: (1) attitudes of federal employees toward sexual harassment; (2) extent of sexual harassment in the federal workplace; (3) characteristics of victims and perpetrators of sexual harassment; (4) perceptions and responses of victims to incidents of harassment; (5) impact of harassment on the victim and the dollar cost of sexual harassment to the federal government; and (6) views of federal employees regarding potential remedies and their effectiveness. The final chapter provides a summary of findings, conclusions and recommendations. The appendices contain the methodology, definitions, survey questionnaire, additional statistical analyses, official policy documents, agency actions, a literature review, and an annotated bibliography. (Author/NRB)

ED 206 961 CG 015 400*

Harris, Roma M.

Changing Women's Self-Perceptions: The Impact of a Psychology of Women Course.

Pub Date—Mar 81

Note—16p.; Paper presented at the Annual Convention of the Association for Women in Psychology (8th, Boston, MA, March 5-8, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Androgyny, *Attitude Change, *Change Strategies, *Cognitive Processes, *Females, *Foreign Countries, *Higher Education, *Locus of Control, *Role Perception, *Self Concept, *Sex Role, *Women's Studies

Identifiers—*Canada

Feminist therapy, a form of psychotherapy which reflects an androgynous view of sex roles, strives to identify the constraints of traditional sex role expectations and to help women take control of their lives. Women's studies courses may also achieve similar goals. Female students (N=32) enrolled in a psychology of women course were tested to assess changes in their loci of control, sex role orientation, and level of conceptual complexity. In the two testing sessions, conducted eight weeks apart, students

completed the Bem Sex Role Inventory (BSRI), the Nowicki-Strickland Locus of Control Scale for Adults (ANS-IE), and the Paragraph Completion Test (PCT). Results showed that subjects exhibited a shift toward greater internality on the ANS-IE and greater masculinity on the BSRI; no change occurred in conceptual complexity as indicated by PCT scores. Results suggest that exposure to the course elicits changes in the content of students' cognitions about themselves, rather than in the structure of their cognitive processes. (NRB)

ED 206 962 CG 015 401

Knee, Ruth Krueger, Gladys

A Resource Guide for Mental Health and Support Services for the Elderly.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md. Center for Studies of the Mental Health of the Aging.

Report No.—DHHS-ADM-81-985

Pub Date—81

Contract—NIMH-PLD-02888-79

Note—204p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (\$6.00).

Pub Type—Guides - Non-Classroom (055) — Reports - General (140)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Community Health Services, *Directories, *Federal Programs, *Individual Needs, *Mental Health Programs, *Needs Assessment, *Older Adults, *Poverty, *Program Development, *Resource Allocation, *Resource Materials, *Social Problems

This guide is designed for individuals working in community mental health centers or other mental health programs concerned with needs and problems of the elderly. Section One examines the mental health needs of the elderly, and identifies major community social support programs that help the elderly with social and economic needs. Section Two presents a conceptual model of community mental health services. Section Three discusses major principles useful in developing community mental health programs for the elderly and describes the program organization and evolution of seven such programs. Section Four provides information about federally supported programs relevant to the aged. The fifth section describes the purposes of different mental health program components. The appendices contain selected references and directories of agencies and institutions to which references are made in Section Four. (Author/NRB)

ED 206 963 CG 015 402

Herman, Joan L. Yeh, Jennie P.

Some Effects of Parent Involvement in Schools.

California Univ., Los Angeles. Center for the Study of Evaluation.

Report No.—CSE-R-138

Pub Date—Apr 80

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *Decision Making, *Family School Relationship, *Individual Power, *Parent Attitudes, *Parent Participation, *Parent School Relationship, *Participant Satisfaction, *Primary Education, *School Attitudes, *Student Behavior, *Teacher Attitudes

Although parent involvement has become a focal concern of American schools, little research has investigated the effects of involving parents in education. Data from the California's Early Childhood Education (ECE) program was analyzed to examine the relationships between various aspects of parent involvement and their effects on parent satisfaction, teacher satisfaction, and student achievement. The principals, teachers, and parents of students in two second-grade and two third-grade classrooms in each ECE school were the subjects for the study. In 72 schools chosen for more intensive study, criterion-referenced reading and mathematics tests were also administered to students. Parent involvement variables investigated the parents' communications with the school, awareness of school operations, participation in school activities, influence in school decision-making, and relationships with teachers. Results indicated that parent involvement in schools was beneficial; the degree of parent interest and participation in school activities was positively related to student achievement. Parents' percep-

tions of their influence in decision-making and the perceived quality of parent-teacher relationships were positively related to parent satisfaction. A negative relationship was found between the amount of school-home communication and student achievement. (NRB)

ED 206 964 CG 015 403

Matlins, Stuart M. And Others

Services for Children of Alcoholics. Symposium

(Silver Spring, Maryland, September 24-26, 1979). Research Monograph No. 4.

Evaluation Technologies, Inc., Arlington, Va. Spons Agency—National Inst. on Alcohol Abuse and Alcoholism (DHHS), Rockville, Md.

Report No.—DHHS-ADM-81-1007

Pub Date—81

Contract—ADM-291-79-0014

Note—203p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (\$5.00).

Pub Type—Collected Works - Proceedings (021) — Reports - Descriptive (141)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Alcoholism, *Children, *Counseling Services, *Delivery Systems, *Emotional Problems, *Family Characteristics, *Identification, *Intervention, *Parent Child Relationship, *Prevention, *Program Descriptions, *Psychotherapy

This monograph, the product of a symposium about the provision of services to children of alcoholics, contains chapters concentrating on identification, intervention, treatment, and prevention. These concepts are delineated in terms of the needs of children of alcoholics, with a particular emphasis on barriers that inhibit the therapy process and appropriate prevention activities. Recommendations by symposium participants are included in each chapter. Appendix A contains the four symposium papers focusing on the identification of children of alcoholics, intervention approaches, and treatment and prevention issues. Appendix B consists of nine program descriptions outlining program goals and surveying various treatment approaches. (RC)

ED 206 965 CG 015 404

Stephen, Mae Prentice, Robert

Developing an Occupational Drug Abuse Program:

Considerations and Approaches. Services Research Monograph Series.

Michigan Univ., Ann Arbor. Inst. for Social Research.; Research Triangle Inst., Durham, N.C.; Stanford Research Inst., Menlo Park, Calif.

Spons Agency—National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md. Div. of Resource Development.

Report No.—DHEW-ADM-79-692

Pub Date—[79]

Contract—ADM-271-76-4413

Note—101p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 017-024-00757-9).

Pub Type—Reports - General (140) — Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Community Services, *Delivery Systems, *Drug Abuse, *Employer Employee Relationship, *Evaluation Methods, *Industry, *Models, *Needs Assessment, *Prevention, *Program Descriptions, *Program Development, *Program Implementation, *Training Methods

This monograph, developed as a guide for companies interested in establishing drug abuse programs, begins with a brief summary of studies assessing the extent and costs of employee drug use. The next section addresses some practical and conceptual issues about establishing a drug abuse program. Suggestions for implementing a drug abuse program are included in the third section. The final section proposes basic program models. The appendices provide sample policy statements and individual program descriptions, a list of drug abuse program coordinators in each state, and a list of drug abuse Manpower Training Regional Support Centers, and an annotated bibliography. (RC)

ED 206 966 CG 015 405

Boukydis, Kathleen McGuire
Existential/Phenomenology as a Philosophical
Base for a Feminist Psychology.

Pub Date—Mar 81

Note—17p.; Paper presented at the Annual Convention of the Association for Women in Psychology (8th, Boston, MA, March 5-8, 1981).
 Pub Type—Information Analyses (070)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Emotional Experience, *Existentialism, *Feminism, Individual Characteristics, Logical Thinking, *Personality Development, *Philosophy, *Psychology, Research Methodology, Research Needs

Identifiers—*Phenomenology

Concepts of existential/phenomenology philosophy more closely reflect women's experience of the world and provide a better base for a feminist science of psychology. Women's experience includes basic cooperation, nurturance, empathy, and egalitarian morality. Logical positivist psychology discriminates against women by excluding inner experiencing as a subject matter for study and phenomenological exploration as a method of inquiry. Concepts from existential/phenomenology philosophy which are basic ways of being for humans include: (1) "existence precedes essence"; (2) the human's "being-in-the-world" as essentially relational and interactional; (3) "process" vs. "content" variables (Gendlin); and (4) the phenomenological methodology of grounding theoretical concepts in felt experiencing rather than logical deduction or empirical observation. Existential/phenomenological philosophy taps into variables basic to women's experience of the world and is a valid starting point for future theoretical work. (Author/RC)

ED 206 967 CG 015 406

Kalit, Cynthia S.
Adolescent Suicide in the United States.

Pub Date—Jun 81

Note—44p.
 Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adolescents, Annotated Bibliographies, Death, Family Influence, *Intervention, Legal Responsibility, *Prevention, *Psychological Characteristics, Psychotherapy, *Social Influences, *Suicide

This paper provides an annotated bibliography of various resources about adolescent suicide. The first section addresses facts and myths about adolescent suicide, followed by a presentation of causal factors in the second section. The third section focuses on the educator's role in suicide prevention; suicidal warning signs, interactions with the suicidal adolescent, and the use of death education in suicide prevention are considered. The fourth section outlines forms of treatment for the suicidal adolescent and/or the survivors of a suicide victim. The legal treatment of suicide by colleges, universities, and state laws are cited in the last section. Recommendations based on the conclusions of these papers are also outlined. (RC)

ED 206 968 CG 015 407

Vasquez, James A. Gold, Clotilde
Counseling and Minorities: A Bibliography.
 InterAmerica Research Associates, Rosslyn, Va.; National Clearinghouse for Bilingual Education, Arlington, Va.

Spons Agency—National Inst. of Education (ED), Washington, D.C.; Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.

Pub Date—Jul 80

Contract—400-80-0040

Note—58p.

Available from—National Clearinghouse for Bilingual Education, 1300 Wilson Blvd., Suite B2-11, Rosslyn, VA 22209.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*American Indians, *Asian Americans, *Blacks, Career Counseling, *Counseling, Counseling Techniques, Ethnic Studies, *Hispanic Americans, Mental Health, *Minority Groups, Psychiatry, Psychotherapy

This bibliography, a list of research in the area of counseling and minorities, is divided into the following sections: (1) general references (165 entries);

(2) American Indians (54 entries); (3) Asian Americans (14 entries); (4) Blacks (280 entries); and (5) Hispanics (178 entries). The topics address such areas as mental health, psychotherapy, transcultural psychiatry, career counseling, and curanderismo as applied to the various minority populations. (JAC)

ED 206 969 CG 015 408

Best, Deborah L. Nance, Time J.
The Differential Effects of Frustration and Success Upon Competitive and Cooperative Behavior.

Pub Date—Mar 81

Note—15p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (27th, Atlanta, GA, March 25-28, 1981).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Aggression, Behavior Patterns, *Competition, *Cooperation, *Failure, *Group Behavior, Group Dynamics, Interaction Process Analysis, Problem Solving, *Success

Identifiers—*Frustration

Frustration has been primarily investigated in relation to aggressive behaviors, but may elicit other behaviors depending on the responses available to the individual. To test the effects of task frustration and task success on subsequent group behavior, college women (N=80) were randomly assigned to one of four conditions: task success, task frustration, task and personal frustration, and no task control. Subjects in the three experimental conditions completed individual performance tasks followed by a group task using Madsen's Cooperation Board. Subjects in the success condition were more cooperative in the group activity than subjects in the two frustration conditions. Results suggest that frustration can lead to increased competitiveness and decreased cooperation. Individuals under pressure to achieve in a competitive environment may become competitive in social interactions if they experience intellectual failures, even though such competition is non-rewarding. Success in intellectual tasks may promote social cooperation. (Author/JAC)

ED 206 970 CG 015 409

Ekstrom, Ruth B.
Assessing Re-Entry Women's Life Experience Learning.

Pub Date—13 Apr 81

Note—20p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (St. Louis, MO, April 12-15, 1981).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Career Counseling, Displaced Homemakers, Employment Opportunities, Employment Programs, *Employment Qualifications, *Females, *Job Skills, Learning Experience, *Reentry Workers, *Skill Development, *Work Experience

Identifiers—*Project Access

Adult women returning to paid employment often encounter the belief that homemaking and community volunteer work have no transferability to work experience. Project Access, designed to survey the skills acquired through women's life experience and determine their usefulness in selected direct-entry occupations, showed that the most commonly found skills were most likely to be used in traditional sex-stereotyped occupations. The Experience Description Summary (EDS) was then developed to match relevant skills to jobs previously not considered. Counseling sessions followed administration of the EDS to 155 adult women seeking reentry to paid employment. A follow-up survey of the women who obtained jobs indicated that their job performance was equal to or above that of all recently hired persons. Results suggest that since the EDS is not related to age, race, or other background factors, it may have the potential to enhance sex equity in employment. (JAC)

ED 206 971 CG 015 411

Dukerich, Janet M. And Others
The Search for Disconfirming Information in Memory-Based Person Judgments.

Spons Agency—Office of Naval Research, Washington, D.C. Organizational Effectiveness Research Program.

Pub Date—May 81

Contract—N00014-81-0112; NR-170-927

Note—12p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (53rd, Detroit, MI, April 30-May 2, 1981).

Pub Type—Reports - Research (143)—Speeches/

Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bias, *Cognitive Processes, *Congruence (Psychology), *Decision Making Skills, Evaluation Methods, Interpersonal Relationship, *Memory, *Negative Attitudes, *Social Cognition

Identifiers—*Judgment

A topic of increasing interest in social cognition is the manner in which individuals organize information about others in their memories and then access the information when making a decision. In the first study, subjects made both negatively and positively phrased judgments; trait set size was then varied as a within-subjects factor while decision type (success or failure) was varied as a between-subjects factor. Results suggest that people search their memory for disconfirming evidence when making memory-based judgments. A second experiment manipulated the type of judgment subjects had to make as a within-subjects factor. When subjects did not know what kind of judgment they would have to make, the congruency hypothesis was not supported. The opportunity to functionally encode information as potentially incongruent with a future decision may determine whether a search for disconfirming evidence will occur. Only in those relatively infrequent cases when individuals clearly know what future judgment is needed will information be encoded as potentially incongruent and be examined for disconfirming evidence prior to reaching a decision. (JAC)

ED 206 972 CG 015 412

Ray, Amy S. And Others
The Effects of Need for Achievement on the Job Level/Job Satisfaction Relationship.

Pub Date—Apr 81

Note—14p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (27th, Houston, TX, April 16-18, 1981).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Achievement Need, Administrators, Blue Collar Occupations, Comparative Analysis, *Employees, *Employment Level, *Individual Differences, *Job Satisfaction, Morale, *Need Gratification

Research suggests that higher level jobs are more likely to contain the essential job characteristics needed to cue achievement motives in high achievement workers. A comparison of university administrators and maintenance workers confirmed that the higher the level of the occupation, the higher the morale of the worker. However, no significant differences occurred in achievement needs for the two groups. As need for achievement increased, job satisfaction increased for administrators, but decreased for maintenance workers. Satisfaction with supervision was the key factor in overall satisfaction differences. Findings indicate that both situational and personality variables should be considered when studying job satisfaction, and that achievement need is an important mediator of the relationship between job level and job satisfaction. (JAC)

ED 206 973 CG 015 413

Carpenter, Paul Jordan
An Intergenerational Study of the Psychosocial Atmosphere in the Families of Married Couples.

Pub Date—May 81

Note—53p.; Table 2 is of marginal reproducibility. Master's Thesis, University of Southern Mississippi.

Pub Type—Dissertations/Theses - Masters Theses (042)—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Behavior Patterns, Extended Family, *Family Environment, *Family Relationship, Individual Development, *Interpersonal Relationship, Nuclear Family, Sex Differences, Social Cognition, *Spouses, *Systems Approach, Test Validity

Identifiers—*Family Environment Scale

The intergenerational systems approach predicts that family interaction styles learned in the family of origin will be perpetuated in future interpersonal relationships. To investigate the relationship between the perceptions of atmosphere in the family of origin and current family, a normative sample of married couples completed the Family Environment Scale. Husbands' ratings between current families and families of origin revealed an emphasis on personal growth dimensions, while wives emphasized relationship and systems maintenance in addition to personal growth dimensions. Couples'

ratings for their current families were similar on all dimensions. Results indicate that the Family Environment Scale is a promising instrument for use in intergenerational family research. (JAC)

ED 206 974 CG 015 415

Carducci, Bernardo J.
Cross-Generational and Cross-Generational Perceptions of Sexuality.

Pub Date—May 81

Note—14p; Paper presented at the Annual Meeting of the Midwestern Psychological Association (53rd, Detroit, MI, April 30-May 2, 1981).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Age Differences, *Perception, Personality Measures, *Self Concept, *Sex Differences, *Sexuality, *Social Cognition

A systematic relationship between self-report and perceived sexuality ratings seems to be more characteristic of males than of females. To further investigate this phenomena, male (N=48) and female (N=82) subjects, from 17 to 79 years old, provided self-report sexuality ratings and perceived sexuality ratings of male and female target groups of three different ages: 18-25; 34-45; and 65-75 years. A systematic relationship between self-report and perceived sexuality ratings was more characteristic of male than of female subjects. Females' self-report and perceived sexuality ratings were generally unrelated. The findings suggest that one possible explanation for this general sex difference may be subjects' tendency to label a sexually-related task as more masculine than feminine; males may be more willing to use their own personal sexuality ratings as a basis for their perceived ratings. (Author/JAC)

ED 206 975 CG 015 416

Sherr, Mary-Lou Breithorpe
Self-Esteem and Professionalism.

Pub Date—6 Mar 81

Note—20p; Paper presented at the Annual Convention of the Association for Women in Psychology (8th, Boston, MA, March 5-8, 1981).

Pub Type—Information Analyses (070)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Evaluation Criteria, *Females, *Professional Recognition, *Role Perception, *Self Esteem, Self Evaluation (Individuals), Sex Role, *Social Cognition, Social Responsibility, State of the Art Reviews, Status Need, *Work Attitudes

Women's limited vision of their potential scope of influence, of arenas appropriate for their work, and of their social responsibility hampers their performance of professional work. Feelings of social contribution and potential efficacy comprise a basic need to feel uniquely important to humanity. This notion of self-esteem is inherent in the particular social, historical, and ideological conditions which have constricted women's realm of perceived influence and responsibility. Although women are asked to predicate their work on its benefits to others, their perceived realm of influence and responsibility has been, in general, narrowly circumscribed to husband and family. If women's self-esteem is based on a limited vision of influence, career choices, and social responsibility, then women will continue to choose occupations and perform tasks that are not very professionalized. (Author/JAC)

ED 206 976 CG 015 417

George, Valerie D.
Occupational Aspirations of Talented Black Adolescent Females.

Pub Date—Mar 81

Note—12p; Paper presented at the Annual Convention of the Association for Women in Psychology (8th, Boston, MA, March 5-8, 1981).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, Black Achievement, Black Employment, *Blacks, Career Ch.c.e, *Fear of Success, *Females, Influences, *Occupational Aspiration, Parent Aspiration, *Racial Differences, Secondary Education, *Socioeconomic Status, Student Attitudes

Ideal levels of aspiration, real levels of aspiration, and fear of success have been identified as precursors of black women's career attainment. Black (N=32) and white (N=32) females, talented high school sophomores, completed a test battery comprised of two verbal cues designed to measure fear of success and a self-report questionnaire to assess

ideal and real occupational aspirations, parental expectations, and parental educational and occupational attainment. Results indicated that the black subjects had high levels of aspiration. Fathers' occupational expectations were significantly related to their daughters' ideal and real levels of aspirations. White subjects did not differ from blacks in their aspiration levels; however, they had a lower incidence than black adolescents of fear of success. Comparisons of socioeconomic status as measured by Hollingshead's "Two Factor Index of Social Position" suggested that socioeconomic factors exerted a strong influence on subject responses. (Author/NRB)

ED 206 977 CG 015 418

Gerdes, Eugenia Proctor And Others
Women Entering Traditionally Male Professions: Achievement-Related Variables and Stress.

Pub Date—Mar 81

Note—10p; Paper presented at the Annual Convention of the Association for Women in Psychology (8th, Boston, MA, March 5-8, 1981).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Achievement Need, College Students, *Expectation, *Females, Higher Education, *Nontraditional Occupations, *Occupational Aspiration, Personality Traits, Predictor Variables, Psychological Patterns, Role Perception, Sex Role, Socialization, *Stress Variables

Underrepresentation of women in higher status, traditionally male occupations has been attributed to sex-role socialization and to discrimination. Female students entering traditionally male professions may suffer many of the same pressures that have prevented other women from entering these fields. Undergraduate women (N=64) and men (N=21) in engineering, management, and pre-medicine programs completed a questionnaire which included measures of personality variables and external factors related to achievement and measures of current achievement. Also included were measures of expectations of future success, aspirations, and five stress/health measures. The means for women and for men were similar on all measures; but correlations with expectations, aspirations, and the stress/health measures appeared to differ by sex. Prediction equations for these variables for women were also tested. Current achievement was the best predictor for expectations and aspirations. Personality measures were more important than external factors slightly less important for aspirations than for expectations. The combined predictors accounted for a significant amount of the variance in each of the predicted variables. Many of the predictors that were related to one of the stress/health measures were unrelated or inversely related to another, indicating different underlying processes. (Author/NRB)

ED 206 978 CG 015 419

Crouse, Roy H. Doebbeling, Brad
Sexuality and Student Development: Sexual Anxiety As It Relates to Chickering's Vectors.

Pub Date—May 81

Note—12p; Paper presented at the Annual Convention of the Rocky Mountain Psychological Association (51st, Denver, CO, April 29-May 2, 1981).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Age Differences, Aging (Individuals), *Anxiety, *College Students, Higher Education, Individual Development, Interpersonal Relationship, Psychological Patterns, Self Concept, *Sex Differences, *Sexuality, *Stress Variables, *Student Adjustment

Psychological stress has been identified as a main variable related to adjustment in college and to college attrition. Five of Chickering's seven areas of development for college students have been related directly to sexuality. Although a major concern of college students is the anxiety associated with sexual issues, little research has been published concerning the impact of college life on sexual anxiety. Undergraduate men (N=40) and women (N=40) completed a form of the Concept Specific Anxiety Scale containing eight referent concepts to represent sexual situations that commonly elicit anxiety among college students. Results indicated that although females reported higher anxiety levels than males, none of the differences were significant.

Women tended to report more anxiety than men in seven of the eight situations, with the exception that men tended to be more homophobic. The effects of age appeared to be more powerful than class rank in relation to sexual anxiety, suggesting that the decreases in sexual anxiety were attributed more to life experiences than to the college environment. (NRB)

ED 206 979 CG 015 420

Howard, Judith A.
Rape: The Role of Societal Norms and the Psychological Need for Control in the Attribution of Blame.

Pub Date—26 Feb 81

Note—33p; Paper presented at the Annual Convention of the Association for Women in Psychology (8th, Boston, MA, March 5-8, 1981).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Attribution Theory, *Behavior Standards, *Crime, Individual Power, Locus of Control, Psychological Needs, *Rape, Sex Stereotypes, *Social Behavior, Social Influences, *Victims of Crime, Violence

Identifiers—*Blame
Attribution theory research has been criticized for minimizing the influences of social structure variables on individuals. The role of social factors in attributions was explored with 90 females and 50 males who, after reading interviews between police and assault victims, made attributions of blame about different types of assault. The influences of victim gender, respondent gender, type of assault (rape vs. robbery) and situation (hitchhiking vs. jogging) on respondent attributions of blame for an assault were examined. Attributions to the assailant, the victim, social factors, and fate were assessed. Respondents blamed female more than male victims, victims of robbery more than victims of rape, and victims attacked while hitchhiking more than victims attacked while jogging. Interaction effects consistent with stereotypes about "appropriate" gender-related behaviors were also obtained. Examination of subjects' perceptions about the role of social factors in causing rape and robbery suggested that robbery was perceived as more deeply embedded in the social context than was rape. Social norms about appropriate behaviors for women and men and the social stereotypes about females and males were powerful guides to attributions of blame for several types of victimization. (Author/NRB)

ED 206 980 CG 015 421

Holleran, Paula R.
The Progress of Self-Reported Androgynous Behavior in College Women.

Pub Date—Mar 81

Note—7p; Paper presented at the Annual Convention of the Association for Women in Psychology (8th, Boston, MA, March 5-8, 1981).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Androgyny, *Attitude Change, Behavior Change, Behavior Patterns, Change Strategies, College Students, Comparative Analysis, *Females, Feminism, Higher Education, *Program Effectiveness, Role Perception, *Sex Role, *Women's Studies

Although many educational institutions and private groups have offered experiences to encourage androgyny among participants, research dealing with such efforts has generally found no significant changes. The Bem Sex-Role Inventory (BSRI) was administered to 2 groups of 30 undergraduate women enrolled in the same women's studies course at the beginning of the fall 1978 and the fall 1980 semesters. At the end of the 1978 semester, the BSRI was readministered to the first group. Pre- and post-test scores for the 1978 group yielded positive, statistically significant gains in androgyny. Increases in Masculinity scores did not correspond strongly or systematically with decreases in Femininity scores, suggesting the androgyny can be stimulated and encouraged without "masculinizing" women at the expense of healthy traditional feminine traits. Comparisons of 1978 and 1980 groups found no differences in sex-role orientations, indicating that the informal impact of the women's movement alone may be incapable of fostering short-term measurable changes in the sex-role attitudes of college women. (NRB)

34 Document Resumes

ED 206 981 CG 015 422

Wardell, Laurie And Others

The Treatment of Wife Abuse in Recent Social Science Literature.

Pub Date—27 Apr 81

Note—21p.; Paper presented at the Annual Convention of the Association for Women in Psychology (8th, Boston, MA, March 5-8, 1981).

Pub Type—Speeches/Meeting Papers (150)—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Aggression, *Attribution Theory, *Battered Women, *Family Problems, Feminism, Interpersonal Relationship, Literature Reviews, *Marital Instability, Sex Role, Social Science Research, Spouses, *Victims of Crime, *Violence Identifiers—*Blame

This paper reviews the social science literature dealing with gender relations in marriage and the issues of wife abuse. It is argued that the old anti-woman biases of the literature have not really diminished under the impact of feminism. The sexist assumptions and victim-blaming focus of the new battery literature are examined through discussions about the woman's role, proposals for problem solution, and the general context in which wife abuse is studied. Suggesting that the literature looks for differences between beaten and unbeaten wives and attributes assault to these differences, four specific analyses of the wife's role are discussed, including the: (1) traditional sex-role socialization approach; (2) provocative wife argument; (3) learned helplessness analysis; and (4) personal resource theory. This review concludes that each of these analysis models encourages a victim-blaming focus for beaten wives. The wife-beating literature is described as an area riddled with misogyny which neither challenges the myth of domestic tranquility nor offers a new perspective on wife abuse. (Author/NRB)

ED 206 982 CG 015 423

Kanefield, Linda

Women At Work and At Home: Implications for Depression and Mental Health.

Spons Agency—National Inst. on Drug Abuse (DHHS), Rockville, Md. Div. of Resource Development; National Science Foundation, Washington, D.C.

Pub Date—Mar 81

Grant—NIMH-5-T01-06244-26; NSF-BNS-79-24158

Note—14p.; Paper presented at the Annual Convention of the Association for Women in Psychology (8th, Boston, MA, March 5-8, 1981).

Pub Type—Information Analyses (070)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Depression (Psychology), *Employed Women, Family Relationship, Fathers, Females, Helping Relationship, *Homemakers, Individual Needs, *Mental Health, Mothers, *Role Conflict, Sex Differences, State of the Art Reviews, *Stress Variables

Researchers in the area of depression, aware that women are more likely than men to be depressed, have examined women's marital and employment status to explain this phenomenon. However, the meanings, perceptions, and situations encountered within marital and work roles also contribute to emotional distress. The traditional sex role explanation of depression is insufficient for full-time working mothers, because these women experience the most intense role conflict between work and family; therefore, clarification of their stress is valuable. Research on dual career marriages has generally investigated the mother and her conflicts, as well as the effects of mothering and work on her children or husband. Research about the father's role in dual career marriages is needed. An exploration of the husband's and the wife's roles in work and family spheres and the relationship of these roles to mental health is essential to understanding married women's greater susceptibility to depression. Only by defining the conditions and meanings of women's roles within the family, and the effect of their husbands' support, can a view of emotional distress that solely emphasizes women's internal conflicts be transcended. (Author/NRB)

ED 206 983 CG 015 424

Akins, Carl, Ed. Beschner, George, Ed.

Ethnography: A Research Tool for Policymakers in the Drug and Alcohol Fields. Symposium Papers. Birch & Davis Associates, Inc., Silver Spring, Md. Spons Agency—National Inst. on Drug Abuse (DHHS), Rockville, Md. Div. of Resource Development.

Report No.—DHHS-ADM-80-946

Pub Date—80

Contract—NIDA-271-78-4609

Note—144p.; Papers presented at the Workshop for Ethnographers and Single State Agency Policymakers and Planners (Chicago, IL, April 18-19, 1979).

Pub Type—Collected Works - Proceedings (021)—Information Analyses (070)—Reports - General (140)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Administrators, *Drug Abuse, *Ethnography, Illegal Drug Use, *Minority Groups, Models, *Policy Formation, Public Policy, *Research Needs, Social Science Research, *Sociocultural Patterns, State of the Art Reviews, Subcultures, Use Studies

This monograph contains papers and workshop summaries from a two-day symposium for ethnographers and drug abuse policymakers. An introductory paper outlines the background and purpose of the symposium, followed by papers that provide a definition of ethnography, present a history of illicit drug ethnographies, and examine state problems and the need for research-based planning in the drug field. Other papers explore issues and problems in using ethnography in single state agencies. Research in minority communities is described, along with the use of an ethnography field station and the methodology and findings of a four-city study of PCP users. The final paper discusses ethnographic research and public policy development. The workshop summaries provide an overview of the results of the symposium. (NRB)

ED 206 984 CG 015 427

Addicted Women: Family Dynamics, Self Perceptions, and Support Systems. Services Research Monograph Series.

Wayne County Dept. of Substance Abuse Services, Detroit, Mich.

Spons Agency—National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md. Div. of Resource Development.

Report No.—DHHS-ADM-80-762

Pub Date—79

Grant—NIDA-H81-DA-01496-03

Note—137p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 017-024-00966-1).

Pub Type—Reports - Descriptive (141)—Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Comparative Analysis, Coping, *Drug Addiction, Drug Rehabilitation, Family Characteristics, *Family Relationship, *Females, *Personality Traits, Program Descriptions, *Psychological Patterns, *Self Concept, Sex Role, Socialization

Female drug addicts show greater personal distress and have fewer personal resources and social supports than other women. To gain new knowledge about female addicts, the Services Research Branch of the National Institute on Drug Abuse funded several research projects to analyze personality, attitudes and value measures of addicted women, support systems and current family relationships, and family history variables. Female addicts were compared to male addicts and a sample of non-addicted women. Although the female addicts recalled their family backgrounds as having been reasonably good, they were more likely than non-addicts to have run away from home and to have had problems in high school. Addicted females also tended to have fewer personal skills and resources, more physical illness, and lower self-esteem than non-addicted females. (JAC)

ED 206 985 CG 015 428

Porter, Jeanne Harber, Ed.

Nontraditional Resources Catalogue: Opening Trade Barriers.

Fort Wayne Women's Bureau, Inc., Ind.

Spons Agency—Department of Labor, Washington, D.C.; Indiana State Office of Occupational Development, Indianapolis.

Pub Date—80

Contract—CETA-SG-80-084

Note—53p.

Available from—Fort Wayne Women's Bureau, 203 W. Wayne St., Fort Wayne, IN 46802 (single copy free).

Pub Type—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Annotated Bibliographies, Apprenticeships, *Employed Women, *Employment Opportunities, Employment Patterns, *Equal Opportunities (Jobs), Flexible Working Hours, Job Search Methods, *Nontraditional Occupations, *Resource Materials, *Skilled Occupations, Unions

This catalogue provides a list of resources relevant to non-traditional careers, including work pattern information on flextime, job sharing, and industry-supported child care. The printed and audiovisual materials highlight journal articles, films, publications, test preparations, slides, cassettes, apprenticeship information centers, and Women's Bureau regional offices. (JAC)

ED 206 986 CG 015 429

Gaeddert, William P. And Others

Role Model Choice: Who Do Women Say Their Models Are?

Pub Date—May 81

Note—22p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (53rd, Detroit, MI, April 30-May 2, 1981).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Achievement Need, Family Influence, *Identification (Psychology), *Imitation, *Role Models, Role Theory, *Self Actualization, Self Concept, *Sex Differences

Although both men and women usually name same-sex role models, women are more likely than men to choose models of the opposite sex. The operation of role models and women's achievement patterns has received increased attention from researchers who have assumed that certain groups, i.e., mothers, teachers, operate as role models when attributes of the "model" and women's achievements are related. Questionnaires were completed by male and female subjects, ranging in age from young children to older adults, to indicate their role model choice. Females and males predominantly chose same-sex models. However, females were more likely than males to make cross-sex choices; the respondent's age did not affect this finding. Females' most frequent choice was no role model at all, followed by female entertainers, mothers, famous women, male nonrelatives, and female teachers. (Author/JAC)

ED 206 987 CG 015 430

Barr, Harriet L. Cohen, Arie

The Problem-Drinking Drug Addict. Services Research Report.

Eagleview Hospital and Rehabilitation Center, Pa. Spons Agency—National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md. Div. of Resource Development.

Report No.—DHHS-ADM-79-893

Pub Date—79

Grant—NIDA-H81-DA-01113

Note—61p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 017-024-00951-2).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Alcoholism, Antisocial Behavior, *Behavior Patterns, Crime, *Drug Abuse, *Drug Rehabilitation, *Intervention, Longitudinal Studies, Patients, Physiology, *Predictor Variables Identifiers—*Methadone

An increasingly important consideration in drug abuse policy and programming is the growing number of multiple substance abusers, i.e., problem-drinking drug addicts. A longitudinal study of two drug addict populations examined drug and alcohol usage, psychological variables, and criminal justice and employment indicators. Findings indicated that alcohol abuse was a highly meaningful and clinically useful indicator of pervasive problems and special treatment needs of drug clients. Poor treatment outcome was most strongly associated with problem drinking at the time of follow-up. No increase in problem drinking existed among methadone clients. The strongest rehabilitative effects exhibited after a year of methadone maintenance included control of

narcotic abuse and improved employment records. (JAC)

ED 206 988 CG 015 431

Colten, Mary Ellen. *And Others*
Heroin-Addicted Parents and Their Children. Two Reports. Services Research Report.
Burt Associates, Inc., Bethesda, Md.
Spons Agency—National Inst. on Drug Abuse (DHHS), Rockville, Md. Div. of Resource Development.

Report No.—DHHS-ADM-81-1028

Pub Date—80

Contract—NIDA-271-76-4416

Grant—NIDA-H81-DA-01939

Note—42p. Also prepared through the Women's Drug Research Project.

Pub Type—Reports—Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—"Child Rearing, Child Welfare, Comparative Analysis, *Drug Addiction, Elementary Secondary Education, *Family Problems, Family Structure, *Parent Attitudes, *Parent Child Relationship, Parents, *Student Adjustment Identifiers—*Heroin Addicts

Drug addicted and non-addicted parents show similar behaviors and attitudes toward their children; however, addicted women are more likely to feel inadequate in their role as mothers. The results of two studies comparing the relationships between drug addicted and non-drug addicted parents and children of addicts and non-addicts showed little differences in the childrearing techniques and disciplinary measures of addicted and non-addicted parents; addicted mothers were more likely to use verbal punishment. Young children of addicted parents tended to score lower on intelligence tests; school-age children with addicted parents tended to have more school adjustment and behavior problems. Findings suggest that children from multi-problem homes may benefit from services available in drug treatment programs. (JAC)

ED 206 989 CG 015 432

Milkman, Raymond H. *And Others*
Drug and Alcohol Abuse in Booming and Depressed Communities. Services Research Report.
Lazar Management Group, Inc., Washington, D.C.
Spons Agency—Economic Development Administration (DOE), Washington, D.C.; National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
Report No.—DHEW-ADM-80-960

Pub Date—80

Contract—DOC-6-36376

Note—43p.

Pub Type—Reports—Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—"Alcoholism, Antisocial Behavior, Case Studies, *Community Change, Community Resources, *Community Study, *Drug Abuse, *Economic Change, Employment Patterns, Etiology, *Unemployment

Boom towns appear to have greater problems of substance abuse associated with economic change indicators than communities suffering from sudden economic declines. A study of 14 communities experiencing sudden economic dislocations revealed a lack of consistent trends, although some depressed communities experienced increases in alcohol abuse. In response to the serious alcohol problems of boom towns, some companies, concerned about absenteeism rates and liability for workers' safety, have begun to develop alcohol treatment programs. In general, agency treatment services are limited. More knowledge about the relationship between substance abuse and economic conditions should enhance the development of appropriate treatment programs. (JAC)

ED 206 990 CG 015 433

Burt, Marvin R. *And Others*
Psychosocial Characteristics of Drug-Abusing Women. Services Research Monograph Series.
Burt Associates, Inc., Bethesda, Md.
Spons Agency—National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
Report No.—DHEW-ADM-80-917

Pub Date—79

Contract—NIDA-271-76-4401

Note—89p. Best copy available.

Pub Type—Reports—Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Age Differences, *Behavior Patterns, Delivery Systems, *Drug Abuse, *Drug Rehabilitation, Illegal Drug Use, Narcotics, Needs Assessment, *Personality Traits, Program Effectiveness,

*Psychological Patterns, *Sex Differences

In recent years considerable attention has been paid to the status of women as drug abusers and as clients in drug treatment programs. A study of drug abusers' characteristics found a significantly higher history of non-medical psychotherapeutic drug use for females than for males; however, males had a higher prevalence of illicit drug use. Females in traditional treatment tended to be under 21 years old, but over 30 years old in emergency rooms and crisis center facilities. Females entering treatment were less likely than males to have been arrested, to be employed, and to have entered treatment voluntarily; they were more likely than males to be or to have been married. The data suggest that current long-term opiate-oriented treatment programs may not be appropriate for a large segment of the female drug abusing population. (JAC)

ED 206 991 CG 015 434

Smith, Daniel J.
Channeling a Community's Aging Resources.

Pub Date—Apr 81

Note—33p. Paper presented at the Annual Convention of the Rocky Mountain Psychological Association (51st, Denver, CO, April 29-May 2, 1981). Best copy available. Appendix includes survey and tables.

Pub Type—Reports—Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Community Health Services, *Community Resources, Cultural Activities, *Delivery Systems, *Financial Support, Higher Education, Lifelong Learning, *Needs Assessment, *Older Adults, Program Descriptions, Program Evaluation, Public Agencies, *Social Services

This report addresses the issue of community utilization of resources for the elderly population. A strategy for channeling resources is presented, including: (1) design of a comprehensive aging services administration and delivery plan based on needs assessment data and a service resource inventory; (2) development of a service agencies network to create an information, referral, and advocacy system; (3) establishment of a life-long learning program with a local university; and (4) the integration of government and community resources. Although geographically specific, this program could serve as a model for other communities to rediscover the value of their elderly citizens. (Author/JAC)

ED 206 992 CG 015 435

Cohen, Robert
Serving Troubled Children: Program and Policy Planning for the Future.

Pub Date—Sep 80

Note—8p. Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Accountability, *Children, *Delivery Systems, *Ecological Factors, *Emotional Disturbances, Environment, Financial Policy, Human Services, Mental Health, *Policy Formation, *Program Development, Psychological Needs, State of the Art Reviews

Current economic and political problems and the unclear nature of human services delivery systems create problems for the application of an ecological perspective in planning services for children with emotional disturbances. During conservative periods, the ecological approach, which emphasizes the role of environment, is generally replaced by psychological ideologies. The current procedure of organizing service agencies according to categorical services needed by target populations is a serious impediment to an integrated, environmentally oriented approach. Accountability should be person-oriented rather than designed for administrative convenience. Current resources must be used more effectively; ecological programs must rely on creativity and ingenuity. (JAC)

ED 206 993 CG 015 436

Newman, Judith. *And Others*
A College Curriculum for Displaced Homemakers: Women's Crisis Counseling.

Pub Date—Mar 81

Note—8p. Paper presented at the Annual Convention of the Association for Women in Psychology (8th, Boston, MA, March 5-8, 1981). Best copy available.

Pub Type—Reports—Descriptive (141) — Guides—Non-Classroom (055) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Associate Degrees, College Curriculum, *Counselor Training, Course Descriptions, Crisis Intervention, *Curriculum Development, *Displaced Homemakers, Higher Education, Human Services, Needs Assessment, *Nontraditional Students, *Paraprofessional Personnel, *Peer Counseling, Self Esteem

An associate degree program, designed to train displaced homemakers as paraprofessional counselors, is described, including the on-the-job training experiences and the academic courses. An example of the general curriculum is included, along with an evaluation questionnaire to determine program appropriateness. Evaluation results are discussed in terms of the nontraditional students' ability to: (1) understand influential factors in their lives; (2) recognize the unique aspects of the feminine experience which make women more likely to be better counselors than men for other women; (3) increase their economic status; and (4) enhance their self-esteem. (JAC)

ED 206 994 CG 015 485

Breeding, J. *And Others*
Cross-Cultural Sex Differences: Implications for Education.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Pub Date—[79]

Note—7p.

Pub Type—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—"Academic Aptitude, *Achievement Need, Adolescents, Children, Comparative Analysis, *Coping, Cross Cultural Studies, *Cultural Influences, Foreign Countries, Locus of Control, *Occupational Aspiration, Self Concept, *Sex Differences, Values

Fundamental issues about human nature, such as the origin of sex differences, can only be answered through cross-cultural investigations. Children and adolescents (N=5400) in eight countries (Brazil, England, Italy, Mexico, Yugoslavia, West Germany, and the United States) were studied to determine aptitude, achievement, and several coping and motivational variables. Data included scores from the Raven Progressive Matrices, reading and math achievement scores, and grade point average; educational and occupational aspirations were also assessed, along with coping behaviors. Analyses of variance were conducted to examine sex differences on all the variables. Findings indicated no sex-based differences in aptitude. In general, few, relatively inconsistent sex differences were found in coping skills. Findings related to "view of life" were inconsistent with regard to self-concept and locus of control, although boys in four countries had more positive self-concepts. Boys almost always had higher aspirations than girls on occupational status and educational attainment; however, in Yugoslavia, girls and boys had equal aspirations for educational attainment and occupational status. The results suggest that culture is more important than sex in determining school success and casts doubt on the existence of many universal sex differences. (Author/RC)

ED 206 995 CG 015 486

Kugle, Cheryl L. Clements, Richard O.
Self-Esteem and Academic Behavior Among Elementary School Children.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Apr 81

Note—23p. Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type—Reports—Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Age Differences, *Behavior Patterns, *Children, Comparative Analysis, Elementary Education, Elementary School Students, *Psychological Patterns, Self Concept, *Self Esteem, Self Evaluation (Individuals), *Student Development

Research indicates that stability and level of self-esteem can provide information about other aspects of behavior. The relationship of stability of self-esteem to academic variables among elementary school students was examined in an effort to replicate and extend findings from a previous study. The hypotheses were concerned with the relationship between: (1) stability of self-esteem and accuracy of self-described ability; (2) level and stability of self-esteem and achievement; and (3) level and stability of self-esteem and disruptive behavior. Stability and level of self-esteem were measured by the Piers-Harris Self-Concept Scale and the Dickstein Self-Esteem Inventory, completed by third-, fifth-, and seventh-graders on two occasions. Results indicated that level and stability of self-esteem were not related to one another. However, both level and stability of self-esteem were related to students' accuracy in estimating their academic performance. Neither self-esteem dimension was related to disruptive behavior. Both level and stability of self-esteem were positively related to academic achievement. (Author/RC)

ED 206 996 CG 015 548

Developments in Aging: 1980. Part 1 and Part 2: Appendixes. Resolution Authorizing a Study of the Problems of the Aged and Aging, Conducted Pursuant to S. Res. 353. A Report of the Special Committee on Aging. United States Senate, Ninety-Seventh Congress, First Session.

Congress of the U.S., Washington, D.C. Senate Special Committee on Aging.

Report No.—Senate-97-62
Pub Date—5 Mar 80

Note—71p; Small print may be marginally legible.

Pub Type—Information Analyses (070)—Reports - Evaluative (142)—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF04 Plus Postage. PC Not Available from EDRS.

Descriptors—*Aging (Individuals), *Economic Status, Gerontology, Hearings, Housing, Income, Inflation (Economics), *Older Adults, *Quality of Life, Retirement Benefits, *Social Problems, *Social Services, Socioeconomic Status

Identifiers—*Congress 97th

The testimony provided in these hearings addresses the most fundamental problem facing older Americans today, i.e., economic security. The report discusses the results of expanding social services and income transfer programs to reduce poverty, and examines ways to increase older adults' economic self-sufficiency through expanded employment options and the Social Security systems. Federal health programs and long-term care issues, energy assistance programs, and social services are also discussed. Other topics covered in the report focus on housing, consumer issues, results of the White House Conference on Aging, crime, elder abuse, and lifelong learning. The appendices in part 2 contain supplementary reports from the Federal Council on Aging and various federal departments and agencies. (JAC)

CS**ED 206 997 CS 006 182**

Chapman, L. John
The Importance of the Notion of Cohesion for Teachers of Reading.

Pub Date—Jul 81
Note—23p; Paper presented at the Annual Meeting of the United Kingdom Reading Association (18th, Edinburgh, Scotland, July 27-31, 1981).

Pub Type—Speeches/Meeting Papers (150)—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cohesion (Written Composition), *Developmental Stages, *Educational Trends, *Psycholinguistics, *Reading Processes, *Reading Research, Sentence Structure

Identifiers—*Textlinguistics

Reading teachers of the 1980s need to be confident not only about the key issues but also about their own knowledge of the issues when making decisions. Two issues from the seventies (reading as

a developmental process and reading as a psycholinguistic process) combine with the broad notion of textlinguistics as important areas of knowledge for teachers. As children's ease in dealing with text increases, the textual components in reading (the internal structure of the sentence, cohesion, and the text's macrostructure or genre) will increase, as will the number and complexity of texts. Some investigations into these textlinguistic features are being undertaken, and one experiment that examines the effect of replacing words deleted from texts is particularly relevant. The method chosen to detect the ability of 96 15-year-old students to perceive cohesion was to alter the text so that one end of a cohesive tie was deleted. Deletions were made according to four main groups of cohesive ties—reference, substitution, conjunction, and lexical cohesion. Two hundred sixty deletions were made throughout the three booklets used. Results showed that when one end of a cohesive tie was removed, the children's ability to restore it relied mainly on two sources of information—structure (from the sentence) and the cohesion present in that part of the text. From knowledge bases such as these, teachers might be helped to encourage their colleagues to support the teaching of reading along the reading development continuum in secondary schools. (HOD)

ED 206 998 CS 006 185

Jongsma, Eugene A.
What Kinds of Supplementary Intensive Reading Instruction Make a Difference? A Special Emphasis Report from the Right to Read Program.

Department of Education, Washington, D.C. Basic Skills Improvement Program; Dingle Associates, Inc., Washington, D.C.

Pub Date—81
Contract—300-80-0730

Note—49p; For related document see CS 006 186.
Pub Type—Reports - Descriptive (141)—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elementary Education, *Federal Programs, Program Descriptions, *Program Evaluation, Program Implementation, Reading Achievement, Reading Attitudes, Reading Difficulties, *Reading Instruction, *Reading Programs, Reading Research, *Remedial Programs, Teaching Methods

Identifiers—Right to Read

This summary report describes the three-year Special Emphasis Project, a large federal program directed at preventing and correcting reading difficulties among elementary school children. Section one of the report provides a brief history of the project, with descriptions of its rationale, intent, major and specific provisions, and the controlled experiment concept it follows. Section two provides a discussion of the similarities and differences found in the seven local projects that comprise the Special Emphasis Project. The distinguishing variables in this discussion are student types, teacher-staff characteristics, administration, curriculum, instructional materials, and program features. The third section of the report describes evaluations of the impact of the project on reading achievement, attitudes, and behavior. The fourth section provides short descriptions of the individual projects in California, Louisiana, Michigan, Ohio, Tennessee, Texas, and West Virginia. (RL)

ED 206 999 CS 006 186

Jongsma, Eugene A.
What Kinds of Supplementary Intensive Reading Instruction Make a Difference? Report of Three Case Studies of the Special Emphasis Project.

Department of Education, Washington, D.C. Basic Skills Improvement Program; Dingle Associates, Inc., Washington, D.C.

Pub Date—81
Contract—300-80-0730

Note—65p; For related document see CS 006 185.
Pub Type—Reports - Descriptive (141)—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Case Studies, Elementary Education, *Federal Programs, Program Descriptions, *Program Evaluation, Program Implementation, Reading Achievement, Reading Attitudes, Reading Difficulties, *Reading Instruction, *Reading Programs, Reading Research, *Remedial Programs, Teaching Methods

Identifiers—Louisiana, Right to Read, Tennessee, Texas

This report presents case studies of the three exemplary projects within the Special Emphasis Pro-

ject, a federally funded national study of how intensive reading programs might change the patterns of elementary school students who read one or more grades below grade level. An introductory section provides information on the history, organization, and purpose of the Special Emphasis Project. The next three sections discuss the local projects in Louisiana, Tennessee, and Texas. Each of these project descriptions contains information on the background and setting of the local project, specific elements of the program (staffing, curriculum and materials, inservice training), and results of the program (impact on reading achievement, attitudes and behavior, and carryover effects). Section five of the report is a cross-project summary, discussing evaluation results and student, staff, program, and administrative characteristics across the three projects. (RL)

ED 207 000 CS 006 194

Hopper, Jane Wells, JoAnn Carter
The Specific Vocabulary Needs of Academic Disciplines.

Pub Date—Apr 81
Note—10p; Paper presented at the Annual Meeting of the Western College Reading Association (14th, Dallas, TX, April 9-12, 1981).

Pub Type—Guides - Classroom - Teacher (052)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Students, *Content Area Reading, Higher Education, Reading Comprehension, *Reading Skills, Student Developed Materials, *Student Needs, *Textbook Content, *Vocabulary Development

The relationship between vocabulary development with comprehension and the reading process has been carefully studied and clarified—but little research has been conducted into the vocabulary demands of the academic disciplines. In spite of this, many colleges have devised courses in content area vocabulary development, even though the relevance and transfer effects of such courses have not been verified. In addition, most vocabulary textbooks seem to emphasize a structural analysis approach to vocabulary and if they include references to content area vocabulary at all, these references are haphazard. To remedy this problem, a data collecting process was developed at California State University (Fullerton), where approximately 600 students are enrolled each semester in developmental vocabulary courses. Each semester, these students select words used in their academic courses. To date, these data include roughly 3,000 entries, which have been coded and categorized according to a number of criteria. The data are now available for use in vocabulary classes for relevant study and as a service to various departments on the campus. (FL)

ED 207 001 CS 006 229

Bartelo, Dennise M.
Does the Clinic Work? An Investigation of Remedial Reading Instruction and Pupil Achievement.

Pub Date—79
Note—26p.

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elementary Secondary Education, Individualized Instruction, *Program Evaluation, *Reading Achievement, *Reading Centers, *Reading Instruction, Reading Programs, *Reading Research, *Remedial Reading

A study examined the success of a university based reading clinic conducted in the summer of 1979. Twenty-one students, in grades two through nine, participated in the clinic. Each student was pretested using the Woodcock Reading Mastery Test (WRMT) and then assigned to one of four graduate students. An individual educational plan was prepared for each student and lessons were designed to emphasize specific reading skills. The students were tested at the end of the month-long session using an alternate form of the WRMT. The majority of individual scores on the WRMT posttest indicated some reading skill achievement gains, specifically in the areas of word identification, letter identification, word attack, word comprehension, and passage comprehension. (FL)

ED 207 002

Maguire, Mary H.

A Psycholinguistic Descriptive Analysis of Six Selected Secondary IV Students' Perceptions of the Reading and Writing Processes and Their Language Performance: Case Studies of Above Average, Average and Poor Readers.

Pub Date—78

Note—17p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Case Studies, Grade 10, Language Patterns, *Language Processing, *Language Usage, Phoneme Grapheme Correspondence, Psycholinguistics, *Reading Processes, Reading Research, Secondary Education, Semantics, Structural Analysis (Linguistics), *Student Attitudes, Syntax, *Writing Processes, Writing Research

Identifiers—*Reading Writing Relationship

A study investigated whether there were commonalities of cue patterns in six selected tenth grade students' reading and writing that could be discovered from each student's respective language use and perception of the two distinct but interrelated processes. Specifically, the study explored how two above-average readers, two average readers, and two poor readers integrated the three cue systems—graphophonic, syntactic, and semantic—as they read and wrote. Each subject was interviewed about his or her perceptions of the reading and writing processes and then completed an oral reading and a writing task. The findings revealed that the students' conceptualizations of the two processes and their verbalized strategies of language usage in reading and writing closely approximated the observed behaviors in their reading and writing performance. In addition, the students' handling of the three cue systems in writing approximated their processing of and reliance on these cue systems in their reading. The findings also showed that the extent to which a subject could reflect on the nature of the two processes seemed to influence the quality of his or her language performance in both reading and writing. (FL)

ED 207 003

Sinatra, Richard Howie, Sherry M.

Visual Compositions: A Way to Teach Explicit and Implicit Text Factors in Content Areas.

Pub Date—Sep 80

Note—14p.; Paper presented at the Annual Meeting of the Plains Regional Conference of the International Reading Association (8th, Bismarck, ND, September 25-27, 1980).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Content Area Reading, Reading Skills, Secondary Education, Teaching Methods, *Visual Aids, *Visual Learning, *Writing (Composition), Writing Skills

Identifiers—*Text Factors, *Writing Across the Curriculum

Visual compositions can be used in the content areas to address comprehension problems posed by implicit factors in any content theme. The importance of a visual presentation for writing is that it can instantly portray the theme to be learned and act as a catalyst to elicit words and sentences to help explain that content theme. Stages of visual/verbal understanding achieved through visual compositions include (1) viewing a content area theme (non-verbal receptive input); (2) composing the explicit and implicit information seen in that theme (visualizing holistic meaning and coupling visual meaning with language); (3) writing the theme's information in one's own words (expressing style and organization by applying written language code); and (4) reading the content assignment (comprehending style and organization through previous visual/verbal input). The more that teachers use picture arrangement to complement the writing styles in content areas, the more they can achieve the four stages of communication development. Essentially visual compositions provide stimuli for developing language skill while motivating students to read and write. Moreover, since patterns of written organization are unique to particular content fields, students can learn the structure of content area organization by viewing the visual composition organized in the same way. Visual composition encourages students to deal with explicit and implicit text factors, promoting a more global understanding of content themes. (HOD)

CS 006 239

ED 207 004

Ruddiman, Joan Runner

Rate and Comprehension in Relationship to Self Report of Reading Processes and Attitudes of College Students.

Pub Date—Oct 81

Note—92p.; M.Ed. Thesis, Rutgers The State University of New Jersey.

Pub Type—Dissertations/Theses - Masters Theses (042) — Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—College Students, Correlation, Higher Education, Motivation, *Reading Comprehension, Reading Interests, *Reading Processes, *Reading Rate, *Reading Research, *Self Evaluation (Individuals), Student Attitudes

A sample consisting of 115 college students participated in a study of the relationships between reading rate, reading comprehension, and related independent variables (attitude, motivation, and interest). A short story was used for obtaining objective rate and comprehension scores for each subject. Two questionnaires designed for the study were used to obtain readers' self reports of their reading processes and attitudes. Contrary to hypotheses, the correlation between rate and comprehension was low (they shared only 7% of the variance), and what readers reported doing in general was related only in a limited way to their specific self reports. As predicted, rate and comprehension were mutually related to attitude, motivation, and interest, but only in a very limited way. The relationships among the independent variables were low to very moderate. These correlations indicated little interrelatedness, which may point to a lack of reader awareness of the reading processes. (Author/RL)

CS 006 241

ED 207 005

Farr, Roger

Reading: Trends and Challenges. What Research Says to the Teacher.

National Education Association, Washington, D.C.

Report No.—ISBN-0-8106-1054-X

Pub Date—81

Note—33p.

Available from—National Education Association, Order Department, The Academic Building, Saw Mill Rd., West Haven, CT 06516 (Stock No. 1054-X-00, \$1.50).

Pub Type—Reports - General (140) — Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Educational Trends, Elementary Education, Reading Comprehension, *Reading Instruction, *Reading Research, Reading Teachers, Teacher Role, Teaching Methods

Intended to help reading educators keep their teaching practices and goals up to date, this booklet examines current reading instruction and assesses the state of reading research and trends. Following a brief discussion of the meaning of reading and literacy, a section on the status of reading discusses how well children read today and whether the teaching practices of the past are really the answer to today's reading problems. The next section, on research on teaching reading, gives a historical overview of reading research trends, discusses the research focus on comprehension and its implications for teaching, and examines the critical role of the teacher in reading instruction. A bibliography concludes the booklet. (HTH)

ED 207 006

Stahl, Norman A.

The Professional Preparation of Reading Specialists for the Community College, Liberal Arts College and University.

Pub Date—79

Note—59p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Higher Education, *Reading Consultants, *Reading Instruction, Reading Programs, Reading Teachers, Remedial Instruction, *Remedial Reading, *Teacher Education, Two Year Colleges

This paper explores the professional preparation of remedial reading specialists for the community college. Various sections of the paper discuss the following topics: (1) the need for more reading specialists at the community college level, (2) the past training of college reading specialists, (3) undergraduate training of college reading specialists, (4) personal characteristics of such specialists, (5) reading related skills of the specialist, (6) nonreading

related skills, (7) specialized knowledge and competencies of the community college instructor, (8) internship experiences, (9) training programs described in the literature, (10) degrees required for employment, (11) problems for the reading specialist in the community college, and (12) characteristics of quality teacher training courses. (FL)

ED 207 007

Schumacher, Sally Boraks, Nancy

1980 Culture Shock: Evolving Ethnographic Procedures to Study Adult Learning-To-Read Behaviors.

Pub Date—Mar 81

Note—17p.; Paper presented at the Annual Meeting of the Ethnography in Education Research Forum (Philadelphia, PA, March 1981).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Reading Programs, *Adults, Beginning Reading, Ethnography, Reading Achievement, *Reading Research, Researchers, *Research Methodology, Research Problems, Research Skills, *Student Behavior, *Teacher Behavior, *Teamwork

Identifiers—Reading Strategies

A research team approach was selected for an ethnographic project to identify those variables that influenced the adult beginning readers' acquisition of reading strategies and their effect on reading achievement. Weekly staff meetings focused on (1) identifying initial conceptualization and emerging foci reflected in the data, and (2) continually adjusting the research roles to obtain a valid data base for the topic under study. The diversity evident within the team was especially emphasized in what each researcher initially noticed and in the questions each pursued upon returning to the investigative site. Several problems also arose with summary observations and interpretive asides that focused on teacher behaviors, general student behaviors and attitudes, and learning-to-read behaviors—the amount of student oral reading depended upon the teacher and not all researchers could code equally well the wider variations in reading behaviors. Establishing and maintaining the trust of the adult beginning readers was a continuous task. Perhaps the greatest cultural shock was the amount of planning required to use the diverse conceptual frameworks and skills of the researchers. Another cultural shock was that cooptation by the researchers and reverse cooptation by the center's staff produced different results. Nevertheless, the team approach did offer a means to resolve methodological issues, to use multiple research skills and roles, and to obtain a comprehensive data base. (HOD)

ED 207 008

Clark, Elvis G. Davis, Archie D.

Note-Making with T-Notes.

Pub Date—81

Note—11p.; Paper presented at the Annual Meeting of the International Reading Association (26th, New Orleans, LA, April 27-May 1, 1981).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Higher Education, Reading, Review (Examination), *Study, *Study Skills

Identifiers—*Note Taking

The T-Note system is an easy way for students to take notes, is organized for effective review, and is adaptable because it provides a system for recording five types of information typically presented in the classroom. The student first divides a single loose-leaf notebook page vertically down the middle, and horizontally about one or two inches from the top, creating three areas for recording information. Page numbers, dates, and subjects are recorded in the top portion. Larger ideas or topics are recorded in the left column and further details are recorded in the right column, similar to the major and minor headings in an outline. Technical or key vocabulary are written across the center line with the definitions in the right hand column. When an instructor uses visual aids during a lecture, the student draws the diagram or graph on the left side, with the descriptive terms or labels listed on the right. By using a hole punch, printed handouts can be inserted into the notebook in sequence for more effective review. When reviewing notes, the student can remove the sheets and cover the right hand column, creating a self-test of the major ideas. Each idea can be marked with a plus or minus sign depending on whether the student has mastered the respective information in

CS 006 247

the right hand column. (HTH)

ED 207 009

CS 006 251

Kreilow, Burton W.

Teaching the Adult of the "80's".

Pub Date—Mar 81

Note—15p; Paper presented at the Annual Meeting of the Michigan Reading Association (25th, Grand Rapids, MI, March 8-10, 1981).

Pub Type—Information Analyses (070) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Adult Basic Education, Adult Education, *Adult Learning, Adult Literacy, Adult Programs, Adults, Basic Skills, High School Equivalency Programs, *Nontraditional Students, *Reading Instruction, Self Esteem, Student Teacher Relationship, Teacher Attitudes, *Teacher Role

Intended for reading specialists and adult education teachers, this paper assesses the current state of adult basic skills, the general education degree, and English as a second language teaching. The first part of the paper consists of a series of tables representing demographics of participants in adult education programs. The second part discusses the problem of low self-esteem found in many adult basic education students and how this affects the qualifications required of adult education teachers. The third part of the paper outlines the responsibilities of an adult education teacher, and discusses the frame of mind necessary to be successful and to make the experience of teaching adults a rewarding one. (HTH)

ED 207 010

CS 006 252

Gerhard, Christian

Improving Reading Comprehension: Teaching Relationships through the Arts.

Pub Date—Jul 81

Note—26p; Paper presented at the Annual Meeting of the United Kingdom Reading Association (18th, Edinburgh, Scotland, July 27-31, 1981).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Art, Art Education, *Cognitive Processes, Elementary Education, *Integrated Activities, *Learning Activities, *Reading Comprehension, Reading Instruction, Relationship, Teaching Methods

Arguing that the arts can contribute to the understanding of relationships basic to reading comprehension by providing opportunities for students to deal with abstractions and to form perceptual images related to those abstractions, this paper also contends that the arts can provide a means for transfer of basic concepts by taking seemingly unrelated forms and providing occasions for discovering relationships. Sections of the paper contain the following: (1) a discussion of the relationships that are important for reading comprehension and how the arts can contribute to understanding them, (2) a review of the research into the relationship between the arts and the cognitive processes, and (3) a description of an activity for helping students understand the relationships of similarities and differences, superordinate and subordinate, space and direction, categorizing versus describing, intersections, and values that shift according to context. (FL)

ED 207 011

CS 006 253

Perfetti, Charles A.

Language, Speech and Print.

Pub Date—81

Note—23p; Paper presented at the Annual Meeting of the International Reading Association (26th, New Orleans, LA, April 27-May 1, 1981).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Beginning Reading, Comparative Analysis, Decoding (Reading), Elementary Education, *Language Acquisition, *Language Processing, *Listening Comprehension, *Oral Language, *Reading Comprehension, *Speech Communication

Identifiers—*Printed Materials

The relationship between speech and print is essentially asymmetrical and changes as the reading ability of the child improves. For the child who has succeeded at decoding, the asymmetry implies that commonalities between speech and print are more important than their differences. Three hypothetical

observation points illustrate the similarity between speech and print: (1) beginning reading—speech has many unique properties, the speech-print overlap is small, and print is more similar to speech than speech is to print; (2) intermediate reading—print has more properties than at point one (both unique and shared with speech), print has become more similar to speech and speech has become more similar to print, and print is more similar to speech than speech is to print—however the asymmetry is much less than at point one; and (3) adult skilled reading—print experience has further increased both print's unique properties and those shared with speech, speech has relatively fewer unique properties than before, and speech is nearly as similar to print as print is to speech. For the child, the first two observation points are the important ones. The first point affords the view that the beginning reader confronts a task that has several differences from what the reader is accustomed to—that reading requires decoding and that reading is out of context. At the second point, the third grade child, if decoding has been mastered, is very dependent on listening ability. (HOD)

ED 207 012

CS 006 254

Corrette, James H. Bartelo, Dennis M.

Structuring a Differentiated Language Arts Program for the Highly Able Reader in the Middle School.

Pub Date—[80]

Note—12p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academically Gifted, *Individualized Reading, Intermediate Grades, Junior High Schools, *Language Arts, Middle Schools, Program Design, *Reading Instruction, *Reading Programs, Teacher Role, Teaching Methods

A frequent concern of language arts teachers is how to provide a quality differentiated program for the highly able readers in their classrooms. In order to implement such a program, one must look first at the uniqueness of the individual school and then explore a variety of organizational patterns that meet the needs of the students. One organizational pattern is intraclassroom structuring, which involves independent study, tutoring, cluster grouping, and cooperative team teaching by media specialists, resource teachers, and regular classroom teachers. A suggested approach for the development of an instructional plan for middle schools is based on an acronym, CREATE. In implementing an instructional plan, the teacher begins with an understanding of the language arts curriculum (C). The teacher then selects a specific reading skill (R) based on preassessment of student strengths and weaknesses. This is followed by an enlivening (E) of the subject material for stimulation of productive thought. Activities (A) are then selected to develop concepts in specified skill areas. The ensuing step is the teach and reteach (T) segment, during which the teacher checks skill development and adjusts the activities accordingly. During the final step, the teacher elaborates and extends (E) the skill beyond the minimum grade level requirements. Evaluation of instruction and student progress is conducted at this point. With this plan the role of the teacher is that of a resource for learning, rather than a dispenser of information. (HOD)

ED 207 013

CS 006 258

Flagg, Barbara N. And Others

Comprehension of Text and Pictures. Final Report.

Harvard Univ., Cambridge, Mass.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Jul 81

Grant—NIE-G-78-0053

Note—71p; Appendix A may be marginally legible.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Elementary Education, *Eye Movements, *Illustrations, Reading Ability, *Reading Comprehension, *Reading Research, *Recall (Psychology)

Two experiments were conducted to explore the role of pictures in comprehension and recall of written text and the effects of pictures on eye movement patterns during reading. Conducted in a laboratory setting, the first experiment examined the effects of three picture conditions (picture before text, picture with text, and no picture) on free and probed recall. Subjects were 48 third and fifth grade students. Although the results indicated no effects of pictures, grade level, or text type on recall of text, there were

significant reading level differences in free recall and in certain eye movement patterns. The rated importance of a syntactic text unit was significantly related to free and probed recall as well as to eye movement patterns, and interacted significantly with reading level and text type. The second experiment was conducted in a classroom setting with 185 fourth grade students. To further examine picture-text interactions, the original three picture conditions were compared using expository texts that were easy to read and similar texts rated more difficult. Written free recall protocols were analyzed in terms of relative importance of different text units. Again there were no main effects of pictures, but significant interactions were found among reading level, importance level, and picture condition. (Author/RL)

ED 207 014

CS 006 259

Pugh, A. K.

Practical Applications of Analyses and Descriptions of Texts.

Pub Date—Jul 81

Note—18p; Paper presented at the Annual Meeting of the United Kingdom Reading Association (18th, Edinburgh, Scotland, July 27-31, 1981).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Discourse Analysis, Literature Reviews, *Reading Research, *Relevance (Education), *Research Problems, *Research Utilization Identifiers—*Research Practice Relationship

An examination of the literature supports the view that the implications of text studies have yet to have much impact on classrooms. For example, word frequency lists have been used widely in the preparation of reading materials. However, few books come with a list of the frequency of the words they contain. Thus, the main use of comparing texts against the vocabulary of their readers has been in research. Studies of cohesion seem to be relevant to selection of materials—in guiding inspection rather than in producing an index of difficulty. Furthermore, they suggest features, of which children could be usefully aware, that are important for the comprehension of texts. Propositional analysis was intended as a research tool and its use remains mainly for research purposes. On the other hand, analysis of story grammars offers a means of relatively objective analysis and may be helpful for teachers in devising "complete the story" tasks. Rhetoric is also useful in that it provides an explicit knowledge of conventions used in discourse. Although various analyses suggest means of examining books for selection or of preparing tasks, exercises, or analyses for children to undertake, a shift in their emphasis from research to classroom application is required to make them useful. (HOD)

ED 207 015

CS 006 260

McCarthy, Marilyn

Language Experience Integration into the Primary Classroom.

Pub Date—Jun 81

Note—50p; M.Ed. Thesis, Indiana University.

Pub Type—Reference Materials - Bibliographies

(131) — Information Analyses (070) — Dissertations/Theses - Masters Theses (042)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Annotated Bibliographies, *Language Experience Approach, Literature Reviews, Primary Education, *Reading Instruction, *Teaching Methods

An annotated bibliography of materials on the language experience approach to reading instruction, prepared as part of a study to determine the effects of and methods for implementing this approach in primary classrooms, comprises the major portion of this document. The bibliography's 63 annotations are arranged in four categories: (1) the ideology, mechanics, rationale, and limitations of the language experience approach; (2) the benefits to the students, as concluded from the research studies that indicate the benefits to students involved in a language experience approach program; (3) the teacher's role in program development, teaching atmosphere, and classroom arrangement within the context of the language experience approach; and (4) the methods and bibliographic materials used to integrate the language experience approach in primary classrooms. Following the annotated bibliography, the document contains a review essay on the contents of the surveyed materials, the four conclusions reached as a result of the study, a list of seven recommendations based on the literature review,

and a list of the materials—alphabetically by author. (RL)

ED 207 016 CS 006 262

Cornette, James. *And Others*

Elaborating the Reading Curriculum for the Gifted.

Pub Date—81

Note—28p; Paper presented at the Annual Meeting of the International Reading Association (26th, New Orleans, LA, April 27-May 1, 1981).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academically Gifted, *Curriculum Development, Elementary Education, Learning Activities, *Reading Instruction, *Reading Programs, Teaching Methods

Intended for reading teachers with gifted students, this paper outlines the characteristics of a gifted reader and suggests methods for adapting the reading curriculum to the needs of such students. The first two sections of the paper discuss the characteristics of the gifted and principles for their identification. The third section discusses structuring and elaborating the reading curriculum, while the fourth section outlines implementation of a quality differentiated program. The final section of the paper presents a lesson plan model based on the acronym CREATE (Curriculum objectives, Reading skills, Enlivening, Activities, Teach and reteach, and Elaboration and evaluation). (HTH)

ED 207 017 CS 006 263

Agardy, Franklin J.

How to Read Faster and Better. The Evelyn Wood Reading Dynamics Program. How to Get Everything You Want from Anything You Read as Fast as You Can Think.

Report No.—ISBN-0-671-24690-9

Pub Date—81

Note—128p.

Available from—Simon and Schuster, Simon & Schuster Building, Rockefeller Center, 1230 Ave. of the Americas, New York, NY 10020 (\$11.95 cloth).

Pub Type—Books (010)

Document Not Available from EDRS.

Descriptors—*Adult Reading Programs, *Reading Comprehension, Reading Habits, *Reading Improvement, *Reading Programs, Reading Rate, Recall (Psychology), *Speed Reading, Study Skills

Identifiers—*Evelyn Wood Reading Dynamics, Wood (Evelyn)

Written so that the reader participates almost as if in a game, this book is aimed at achieving five goals: reading faster, understanding better, remembering longer, learning more easily, and thinking more clearly. Chapters discuss the following: (1) reading dynamics; (2) Evelyn Wood; (3) how to increase reading speed; (4) how to increase comprehension and recall; (5) how to read any book, no matter how difficult, and get the most out of it; (6) how to read newspaper stories at a glance and magazine articles in minutes; (7) how to study successfully and score high on tests; (8) how to slash business and professional reading time by two thirds or more, cut costs, and increase efficiency; and (9) answers to questions about Evelyn Wood reading dynamics. (HOD)

ED 207 018 CS 006 265

Polson, Martha C. *And Others*

Competition for Left Hemisphere Resources: Right Hemisphere Superiority at Abstract Verbal Information Processing.

Colorado Univ., Boulder. Inst. of Cognitive Science. Spons Agency—Air Force Office of Scientific Research, Washington, D.C.; Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Report No.—ICS-TR-105; ONR-TR-2

Pub Date—Jul 81

Contract—N00014-79-C-0679

Note—55p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adults, *Cerebral Dominance, *Cognitive Measurement, *Cognitive Processes, Models, Neurological Organization, Reading Research, *Recall (Psychology), Research Methodology, Theories, *Verbal Stimuli, Visual Discrimination, *Visual Stimuli

A study tested a multiple-resources model of human information processing wherein the two cerebral hemispheres are assumed to have separate, limited-capacity pools of undifferentiated resources.

The subjects were five right-handed males who had demonstrated right visual field-left hemisphere (RVF-LH) superiority for processing a centrally presented verbal memory load and a nonsense syllable naming task in which the syllables were presented to either visual field. The subjects were paid according to their accuracy during both single and dual-task trials, with the payoff on the latter varied to induce more attention to the memory task, to the visual field naming task, or to both. Under moderate to heavy memory loads, the subjects who had shown large RVF single-task performance advantages for naming nonsense words showed larger performance decrements on RVF trials than on LVF trials in the dual-task situation; that is, both naming task and memory performance were superior when the naming task stimuli were presented to the left visual field. In addition, performance tradeoffs between tasks occurred on both types of visual field trials, thus providing evidence of overlap in demand. Overall, the experiment illustrated the prescribed methodology for testing models of limited-capacity processing, and the data supported the idea that there are at least two types of resource supplies, which are associated with processing in the left and right hemispheres. (RL)

ED 207 019 CS 006 266

Wilkinson, Alex Cherry

Children's Understanding of Written and Spoken Discourse. Final Report.

Wisconsin Univ., Madison. Dept. of Psychology. Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—25 Jul 81

Grant—NIE-G-78-0052

Note—32p; Appendix A removed due to copyright restrictions.

Pub Type—Reports - Descriptive (141) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Cognitive Ability, *Cognitive Measurement, Discourse Analysis, *Educational Research, Elementary Education, *Listening Comprehension, *Memory, *Reading Comprehension, Word Recognition

To understand a text, a reader must engage in three important cognitive activities—recognition, comprehension, and memory. Based on this premise, two experiments were conducted with children to assess individual and developmental differences in speed of word recognition and how these differences related to performance on a variety of memory tasks. One unexpected finding was that although rapidity of word recognition increased sharply and continuously from grade one to grade nine, development was independent of this increase. An important implication of the two experiments is that developmental gains in rapidity of word recognition may have no necessary relation to memory improvement, but that individual differences may go hand in hand with differences among the same individuals in memory skills. Two other experiments with school-aged children revealed that certain effects studied extensively in sentence verification (the negation and comparator effects) replicated well in sentence completion, that stable differences among individual children did exist, and that the differences probably derived from variation in the efficiency with which different children executed elementary cognitive processes. (The full report of the first two experiments is appended.) (HOD)

ED 207 020 CS 006 267

Osborn, Jean

The Purposes, Uses, and Contents of Workbooks and Some Guidelines for Teachers and Publishers. Reading Education Report No. 27.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Aug 81

Contract—400-76-0116

Note—107p.

Pub Type—Information Analyses (070) — Guides - Classroom - Teacher (052) — Opinion Papers (120)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Basal Reading, Elementary Education, Guidelines, *Material Development, *Programmed Instructional Materials, *Reading Instruction, Reading Materials, Teaching Methods, *Workbooks

This paper deals with the use of reading workbooks in elementary school classrooms. Sections of the paper discuss the purposes of workbooks, the function of workbooks (how workbooks serve both teachers and students), the implications of these observations about workbooks where developers of basal programs are concerned, and the sufficiency, efficiency, and effectiveness of workbook tasks. The bulk of the paper contains 20 guidelines for workbook tasks, suggesting ways of evaluating such materials and preparing children to use them. Examples from workbooks are offered to show the negative aspects of workbook design, thereby illustrating some of the factors workbook designers may want to consider if their goal is to provide materials that will help students learn to read. (RL)

ED 207 021 CS 006 268

Daivson, Alice, Ed. *And Others*

Text Readability: Proceedings of the March 1980 Conference. Technical Report No. 213.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Aug 81

Contract—400-76-0116

Note—170p.

Pub Type—Information Analyses (070) — Opinion Papers (120) — Collected Works - Proceedings (021)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Captions, Difficulty Level, *Discourse Analysis, Language Usage, *Measurement Techniques, Readability, *Readability Formulas, *Reading Research, *Research Problems, Television Viewing

The papers included in this collection represent as closely as possible the content and organization of the oral presentations delivered at a March 1980 conference on the use of readability formulas. The papers discuss the following topics: (1) an introduction to the conference, with general remarks on the uses and criticism of readability formulas; (2) the development of readability formulas and attendant problems in the validation of readability formulas; (3) readability formulas and the definition of the task of reading; (4) cases where readability formulas do not work well, including television captions for the deaf, elementary school textbooks, reading comprehension texts, remedial reading texts, and basal readers; (5) lowering the reading difficulty level of texts intended for adults, with implications for "plain language" in legal documents; (6) readability formulas and the adaptations of texts; (7) the comprehension of captioned television; and (8) arguments against some uses of readability formulas, with suggested alternatives to readability formulas. (RL)

ED 207 022 CS 006 270

Anderson, Jonathan

Analysing the Readability of English and Non-English Texts in the Classroom with Lix.

Pub Date—Aug 81

Note—14p; Paper presented at the Annual Meeting of the Australian Reading Association (Darwin, Australia, August 1981).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Content Analysis, Difficulty Level, English, Foreign Countries, *Languages, *Measurement Techniques, Readability, *Readability Formulas, *Reading Research, Textbook Evaluation

Identifiers—*Lix Readability Formula, Sweden
"Lasbarhetsindex" ("Lix") is a readability formula developed in Sweden that holds promise for assessing text difficulty in other languages, including English. So far three separate studies have been conducted to test Lix with French and English texts, with German and English texts, and with Greek and English texts. In all three cases high correlations were found between the Lix scores across languages. The steps for computing Lix scores are as follows: (1) count the total number of words, the number of long words (more than six letters), and the number of sentences in the text; (2) compute the percentage of long words in the text; (3) compute the average words per sentence; and (4) add the two values for 2 and 3 and round to the nearest whole number. Scores usually range from 20 ("very easy") to 60 ("very difficult"). Although the research base for Lix is preliminary and certain language variations

necessitate establishing norms for Lix scores across languages, the Lix formula appears to be easy to compute (assuring intercoder reliability) and useful for examining texts at a variety of levels, from young children's materials through secondary level and adult texts. (RL)

ED 207 023

CS 006 271

Anderson, Jonathan

The Challenges of the Multicultural Classroom.

Pub Date—Jul 81

Note—14p.; Paper presented at the Annual Meeting of the United Kingdom Reading Association (18th, Edinburgh, Scotland, July 27-31, 1981).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cloze Procedure, *Cultural Differences, Elementary Secondary Education, *English (Second Language), Evaluation Methods, Foreign Countries, Instructional Materials, *Literacy, *Multicultural Education, Readability Formulas, *Reading Instruction, *Reading Materials, Second Language Instruction, Second Languages Identifiers—*Australia

The multicultural pattern in recent Australian immigration poses a pressing issue for reading instruction. Students coming from homes where only English is spoken, or English and a Northern European language are spoken, perform better on reading tests than do students from homes where other languages are spoken. There is also little reflection among the homogeneous teachers of the cultural diversity of their students, and this mismatch between teachers and students is perpetuated by reading curriculum materials. There are, however, several promising developments in the assessment of reading comprehension and linguistic competence of English-as-a-second-language (ESL) and migrant students. The Cloze Reading Comprehension Test uses a modified form of cloze procedure and—rather than compare ESL students with a standardized group of peers—compares them against a high level of reading competence, measuring how far readers have yet to go for reading competence. "Origins" is a language/history kit, designed to aid language development in non-English background students while introducing them to Australian history. Australian reading books have recently been published in several different languages (Greek, Turkish, Italian) to increase literacy in students' native language and facilitate the transfer of literacy to English. Finally, a Swedish readability formula (Lix) may be useful in multicultural classrooms when applied to texts in foreign languages. (HTH)

ED 207 024

CS 006 272

Earl, L. M. And Others

Tutoring: Putting It All Together.

London Board of Education (Ontario). Educational Research Services.

Report No.—ERS-RR-80-11

Pub Date—80

Note—8p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cross Age Teaching, Elementary Education, Foreign Countries, *Program Evaluation, Reading Attitudes, Reading Improvement, *Reading Instruction, Reading Programs, *Reading Research, Remedial Instruction, *Remedial Reading, Teaching Methods, Tutorial Programs, *Tutoring

Identifiers—Ontario

A cross-age tutoring program—using a highly structured tutoring method, an administrative reporting system, and home based reinforcement—was implemented and evaluated in six Ontario, Canada, schools. The subjects were 50 students with reading scores at least six months below grade level. These students were placed either in an experimental group that received regular tutoring each week, or in a control group that received any other kind of service besides tutoring that the learning resource teacher might ordinarily provide. The pretests and posttests used were the word identification subtest of the Woodcock Reading Mastery Test, the Spache Diagnostic Reading Scales, and a measure of student reading attitudes. The results were somewhat ambiguous in that both experimental and control group subjects made similar gains in oral reading scores in both the Woodcock test and the Spache test. No change occurred in either group on any of the reading attitude measures. Although the results were ambiguous, the various training, monitoring, and reinforcement systems were implemented with-

out serious difficulty, and the program appeared to be a useful tool for providing remedial instruction to elementary students having difficulty with reading. (RL)

ED 207 025

CS 006 274

Title I in Ohio, Fiscal 1980. Fifteenth Annual Evaluation, Title I, Elementary and Secondary Education Act.

Ohio State Dept. of Education, Columbus.

Spons Agency—Department of Education, Washington, D.C.

Pub Date—80

Note—32p.; Not available in paper copy due to marginal legibility of original document.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Elementary Secondary Education, Federal Programs, Program Descriptions, Program Evaluation, Reading Instruction, *Reading Programs, *Remedial Programs, *Remedial Reading, *State Programs

Identifiers—*Elementary Secondary Education Act Title I, Ohio

This fifteenth annual report provides a summary of activities offered in Ohio through Title I of the Elementary and Secondary Education Act. Information presented includes (1) statistics for fiscal 1980, (2) participation trends, (3) instructional impact, (4) expenditure and staffing patterns, (5) parent involvement, and (6) five-year trends. The report describes services provided for the children of migratory agricultural workers and handicapped, neglected, and delinquent children being educated in state-operated schools in Ohio, as well as services provided through the public schools of the state. A description of the state's leadership role is also presented in the report. (FL)

ED 207 026

CS 006 276

Braswell, Nell

Following Written Directions: A Survival Skill.

Pub Date—Nov 80

Note—7p.; Paper presented at the Annual Meeting of the Southeastern Regional Conference of the International Reading Association (6th, Norfolk, VA, November 12-15, 1980).

Pub Type—Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Classroom Techniques, *Comprehension, Reading, Study Skills, Teacher Effectiveness

Identifiers—*Directions, *Instructions

The ability to follow directions is a survival skill in today's society, but because many teachers have received little training in how to give clear directions they tend to provide little classroom instruction in how to follow directions. There appear to be four major hindrances to following directions: (1) the directions were either not read or not heard, (2) comprehension of directions is limited, (3) the directions were given poorly, and (4) students expect to have the directions repeated. These hindrances can be alleviated by setting the stage for listening—getting children's attention and refusing assignments for which the directions were not followed; by giving children careful guidance on how to follow directions and assisting with unfamiliar vocabulary in written directions; by choosing the appropriate method for giving the instructions (oral, written, demonstrated, and pictorial); and by letting students know that the directions will not be given and explained over and over. Finally, a written copy should back up all oral instructions that are to be followed at a later time or day. (HTH)

ED 207 027

CS 006 277

Blohm, Paul J.

Choosing a Text for the College Methods Course in Reading.

Pub Date—81

Note—15p.; Paper presented at the Annual Meeting of the International Reading Association (26th, New Orleans, LA, April 27-May 1, 1981).

Pub Type—Guides - Non-Classroom (055) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Evaluation Methods, Higher Education, Instructional Materials, *Methods Courses, Rating Scales, Reading Instruction, *Teacher Education, *Textbook Evaluation, *Textbook Selection

Intended for teacher educators in reading, this paper provides criteria for evaluating texts for read-

ing methods courses. The first part of the paper discusses some considerations in choosing a text, including course format, how frequently the text will be used, and whether the text will be a supplemental, companion, or principal resource. The remainder of the paper consists of a rating scale for reading methods texts that allows systematic evaluation of the book's content, readability, authorship, physical characteristics, organizational aids, reference aids, and instructor's manual. (HTH)

ED 207 028

CS 006 278

Nearine, Robert J.

Higher Horizons 100, 1980-81 Compensatory Program Evaluation. Report 81-7.

Hartford Public Schools, Conn.

Pub Date—Jul 81

Note—36p.; For related documents see ED 177 516 and ED 196 974.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Basic Skills, Counseling Services, Cultural Enrichment, Disadvantaged Youth, High Schools, *Improvement Programs, Integrated Activities, *Language Arts, Mathematics, Middle Schools, Program Descriptions, *Reading Improvement, Secondary Education, Student Attitudes, *Team Teaching

Identifiers—Connecticut (Hartford), *Higher Horizons Program

Higher Horizons (HH) 100 is a program providing groups of 100 underachieving secondary school students in Hartford, Connecticut, with an integrated program of academic, cultural, and counseling services designed to develop and improve their basic skills in language and mathematics, self-concept, and adjustment to school. The eight small cluster settings allow intensive counseling, individualized instruction, and integrated cultural and educational activities, as well as a series of student run and staff directed projects. In the project's sixteenth year, HH 100 operates a ninth grade team at each of Hartford's high schools, a tenth grade team at one high school, and two teams at each of the middle schools, with funding from Title I. Each team is staffed by five or six teachers, a counselor, and a project aid. When recent fall-to-spring Metropolitan Achievement Test data were analyzed by team and by grade level, all gains were highly significant, exceeding the projected standard. The upgraded percentile gain standard was reached by all but one team in reading, one grade level with a team in mathematics, and both grade levels within one team in language arts. At least 90% attendance was attained by all teams. Students reported a realistic and positive attitude toward themselves and school, on a self-rating measure similar to those used in previous years. (Author/HTH)

ED 207 029

CS 006 280

Soll, Lila McCall, Cecelia

Basic Skills Programs at the City University of

New York: Reading.

City Univ. of New York, N.Y. Office of Academic Affairs.

Pub Date—81

Note—156p.; For related documents see CS 206 586-588.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Basic Skills, *College Programs, Counseling Services, Higher Education, Learning Laboratories, *Program Descriptions, *Reading Programs, Reading Skills, *Remedial Programs, *Remedial Reading, School Surveys, Teaching Methods, Tutoring

Identifiers—*City University of New York

One of four reports describing the basic skills programs in writing, reading, English as a second language, and mathematics at the City University of New York (CUNY), this volume describes the reading programs—including administrative structure, course structure and content, and faculty—for nine senior colleges and eight community colleges in the CUNY system. Descriptive tests of language skills of the College Board Examination, a questionnaire from the instructional resource center, reading program charts for the senior colleges and the community colleges, and information on resource personnel are appended. (HOD)

ED 207 030 CS 006 281

Haupt, Edward J. Herman-Sissons, Therese M.
Conservation as a Supplementary Predictor of
Reading Skill.

Pub Date—Mar 80

Note—8p; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Norfolk, VA, March 5-9, 1980).

Pub Type—Reports - Research (143) — Speeches/-
Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Processes, *Conservation (Concept), Correlation, Decoding (Reading), Elementary School Students, *Intelligence Quotient, Predictive Measurement, *Predictive Validity, *Predictor Variables, Reading Ability, *Reading Research, *Reading Skills, Word Study Skills Identifiers—*Piagetian Tasks

A study explored the relation between Piagetian conservation tasks, IQ scores, and reading test scores. A series of 16 items involving conservation tasks for area, length, weight, and volume were presented to 516 students in grades four through nine. The scores on these conservation items were correlated with students' scores on achievement and IQ tests in analyses by Guttman scaling and multiple regression analyses. A combination of IQ and conservation achievement scores was the best predictor in 8 out of 24 multiple regression equations, while IQ was the sole predictor in 12 out of 24 multiple regression equations. The results supported previous research by L. Whyte, indicating that maximum prediction of education test scores resulted from combining traditional IQ scores with achievement on various Piagetian tasks. Conservation achievement was most strongly related to decoding among reading skills as well as to word study skills scores from the New Jersey Minimum Basic Skills tests. (RL)

ED 207 031 CS 006 282

Cochran, Judith

Interpersonal Needs of Remedial Readers.

Pub Date—[79]

Note—10p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavioral Science Research, Elementary Secondary Education, *Interpersonal Relationship, Reading Difficulties, *Reading Research, *Remedial Reading, *Student Needs

A study sought to determine the effects of reading deficiency on the interpersonal relationship needs of regular and remedial readers as composite groups and on elementary and secondary school remedial and regular readers as age groups. Elementary and secondary school students were randomly selected and tested on the Gates-MacGinitie Reading Tests and on either the Fundamental Interpersonal Relations Orientation-Behavior Scales (FIRO-B) (for secondary school students) or its alternative form (for elementary school students). Remedial readers were identified on the basis of the Gates-MacGinitie scores. The interpersonal tests concentrated on individual behavior that the individual displayed toward others and the behavior that the individual wanted others to display. Results indicated that (1) remedial readers wanted others to take more interest in them than did regular readers, (2) remedial readers differed from regular readers in their need to establish a satisfactory relationship with other people in the area of power and control, (3) remedial readers showed a deficit in meeting "wanted control" needs, and (4) the secondary school remedial readers wanted more affection indicating a strong desire to love other people and have them respond. The significance of the four variables that discriminated between the four groups indicated that age was not a determining factor in interpersonal needs when reading deficits are considered. (HOD)

ED 207 032 CS 006 283

Dechant, Emerald

Teacher's Directory of Reading Skill Aids and Materials.

Report No.—ISBN-0-13-888255-X

Pub Date—81

Note—274p.

Available from—Parker Publishing Co., Inc., West Nyack, NY 10994 (\$19.95 cloth).

Pub Type—Books (010) — Guides - Classroom - Teacher (052) — Reference Materials - Bibliographies (131)

Document Not Available from EDRS.

Descriptors—Annotated Bibliographies, Audiovisual Aids, Elementary Education, *Instructional Materials, Reading Difficulties, *Reading Instruction, *Reading Materials, Reading Programs, *Reading Skills

Intended to help reading teachers match pupil needs and deficiencies with specific instructional materials, this volume contains more than 2,000 print and audiovisual instructional materials for reading instruction. Citations, which include objectives, grade level, publisher, and format, are grouped into the following sections: (1) developing the enabling skills in reading, including listening, visual perception, and sight word knowledge; (2) developing word identification and word recognition skills; (3) developing word meaning and vocabulary skills; (4) developing comprehension and functional reading skills; and (5) comprehensive reading programs. A list of publishers and their addresses is appended. (HTH)

ED 207 033 CS 006 284

Taylor, Nancy E. Blum, Irene H.

The Effects of Written Language Awareness on First Grade Reading Achievement.

Pub Date—Apr 81

Note—16p; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).

Pub Type—Reports - Research (143) — Speeches/-
Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Beginning Reading, Grade 1, *Predictive Measurement, *Predictive Validity, Predictor Variables, Primary Education, *Reading Achievement, Reading Readiness, *Reading Readiness Tests, *Reading Research

A battery of four reading readiness assessment tasks was administered to 267 first grade students to determine if the tasks predicted reading achievement as well as the Metropolitan Readiness Test (MRT). The four tasks, which were the best predictors in a previous study of seven readiness tasks, were the aural word boundaries task, the "rye-rhinoceros" task of distinguishing between words of different length beginning with the same letter, the aural consonant cloze task, and the metalinguistic interview. Subjects were tested with the Written Language Awareness Test, the California Short Form Intelligence Test, and the MRT during the first two months of school. Reading achievement was measured at the end of the school year. The results indicated that the Written Language Awareness test functioned as a good predictor of reading achievement and provided additional information not accounted for on the MRT, the traditional readiness measure. (RL)

ED 207 034 CS 006 285

Henrichs, Margaret

Strategies for Language Expansion: A College Reading Program.

Pub Date—81

Note—11p; Paper presented at the Annual Meeting of the International Reading Association (26th, New Orleans, LA, April 27-May 1, 1981).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Higher Education, Integrated Activities, Language Skills, Nontraditional Students, Program Descriptions, *Reading Centers, *Reading Comprehension, Reading Diagnosis, *Reading Improvement, *Reading Instruction, *Reading Programs, *Study Skills, Writing Skills

The reading improvement program developed at Westminster College (Fulton, Missouri) was designed with a whole language base, one that considered reading, writing, speaking, and listening as inseparable components of language. Specifically, it was designed to meet the needs of 27 freshman students who were determined to be academically capable but who, because of low test scores or poor academic achievement, were considered marginal in terms of predicted college success. Most of the students appeared to be "pseudoreaders," that is, in spite of their apparent fluency in oral reading, they suffered problems in comprehension. Students participated in group instruction three hours each week and met weekly with the reading instructor either in small groups or individually. Miscue analysis and evaluative information derived from semistructured procedures based on textbook material were used for reading evaluation. Instruction centered around whole language activities that were combined with

effective study techniques. Writing was a major emphasis, as were note taking, essay writing, preparing for and taking exams, and time management. Guest speakers discussed topics ranging from language strategies necessary for the content courses to relaxation techniques and test anxiety. Other strategies designed for language included previewing reading material, vocabulary building, inference/extension of meaning, selected deletion, peer critique, written reactions to editorials, and sustained silent reading. After the first semester, 70% of the students were found to be successful in performing college work. (HOD)

ED 207 035 CS 006 291

Irving, Ann

Promoting Voluntary Reading for Children and Young People: Guidelines for Teacher-Training Courses.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.—ISBN-92-3-101844-2

Pub Date—80

Note—54p.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Guidelines, Higher Education, *Motivation Techniques, *Reading Instruction, *Recreational Reading, *Student Motivation, *Teacher Education

The guidelines in this booklet were designed to assist institutions and individuals concerned with children's books and reading in organizing programs and courses to help teachers stimulate voluntary reading among their students. Topics discussed in the booklet include the need for voluntary reading, the teacher's role in promoting such reading, and methods they can use to stimulate voluntary reading. In addition, the booklet offers guidelines for organizing teacher training courses and an outline of a course syllabus. Appendixes contain a list of international organizations concerned with reading and a copy of suggestions for promoting children's books and reading prepared by Unesco's International Book Committee. (FL)

ED 207 036 CS 006 292

Harris, Theodore L., Ed. Hodges, Richard E., Ed.

A Dictionary of Reading and Related Terms.

International Reading Association, Newark, Del.

Report No.—ISBN-0-87207-944-9

Pub Date—81

Note—403p.

Available from—International Reading Association, 800 Barksdale Rd., P. O. Box 8139, Newark, DE 17111 (Order No. 949, \$16.00 member, \$24.00 non-member cloth; Order No. 944, \$12.00 member, \$18.00 non-member paper).

Pub Type—Books (010) — Reference Materials - Vocabularies/Classifications (134)

EDRS Price - MF01/PC17 Plus Postage.

Descriptors—Definitions, *Reading, *Reading Instruction, *Resource Materials, *Vocabulary

Designed for use by teachers of reading at all educational levels, this dictionary provides comprehensive lists and definitions for more than 5,000 words relating to reading and the teaching of reading. In addition to definitions of the main entry words, the dictionary includes representative terms from fields contributing to the study of reading, technical and nontechnical definitions, citations to illustrate selected terms, corresponding words in principal foreign languages, and variant usage and spellings of words in the United Kingdom. An extensive bibliography is appended. (FL)

ED 207 037 CS 006 293

Kieras, David E.

Modelling Reading Times in Different Reading Tasks with a Simulation Model of Comprehension. Technical Report, May 1, 1978 through March 30, 1979.

Arizona Univ., Tucson, Dept. of Psychology.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.; Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Report No.—ONR-TR-2

Pub Date—30 Mar 79

Contract—ONR-N00014-78-C-0509

Grant—NIMH-1-R03-MH31985-01

Note—79p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Cognitive Processes, Higher Education, Language Processing, Models, *Multiple Regression Analysis, *Reading Comprehension, Reading Processes, *Reading Rate, *Reading Research, *Research Methodology, Simulation

Reading times can be a valuable source of data on comprehension processes, especially in the case of recording reading times on individual sentences in a passage. To overcome the methodological problems encountered in other research efforts concerning reading times, a multiple regression method was used to compare an ordinary language processing simulation model to single sentence reading times by fitting a linear equation to the reading times. Approximately 90 undergraduate college students read simple passages one sentence at a time, with the order of sentences in the passage varied from subject to subject. Three different reading tasks were studied: an immediate free recall task, a topic identification task, and a free reading task. The results revealed that (1) the multiple regression method of fitting the simulation model to reading time worked; (2) the reading times on individual sentences could be broken down into the times required for each process in the simulation—parsing, representation building, memorizing for recall, topic identification, and topic pointer maintenance; (3) reading times appeared to be determined mostly by representation building and memorization; and (4) the reading tasks differed substantially and in meaningful ways as to how much and what kind of processing was required on individual sentences. (FL)

ED 207 038

CS 006 295

Redfield, Doris L. Roenker, Daniel L.
Interaction Effects of Task Variables and Ability
on Task Engagement.

Pub Date—Aug 81

Note—11p.; Paper presented at the Annual Meeting of the American Psychological Association (89th, Los Angeles, CA, August 1981).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Research, *Educational Research, Grade 5, Intermediate Grades, *Learning Activities, *Reading Achievement, Reading Comprehension, Reading Instruction, *Time on Task, *Worksheets

Recent research findings have shown a positive relationship between achievement and the amount of time students engage in learning activities. Since the greatest percentage of class time is allocated to seatwork, with worksheets being the most frequently used activity, a study investigated the effects of using three types of worksheet tasks on engaged learning time (ELT) for fifth grade students of three levels of reading ability (high, middle, low). The 134 subjects were assigned to one of three treatment groups: (1) drill, consisting of worksheets composed of multiple choice, true/false, and fill-in-the-blank questions; (2) comprehension, consisting of worksheets designed to promote comprehension of subordinate lesson concepts by requiring analysis, evaluation, or application of the lesson material; and (3) structuring, consisting of worksheets requiring students to locate and write main ideas appearing in the text. The results indicated that low level readers in the drill treatment spent a significantly greater amount of their time on-task than did high level readers in the same treatment. In addition, high and middle level readers assigned to the structuring treatment had a significantly higher engagement rate than did high level readers in the drill treatment. Finally, subjects at each of the three reading levels in the comprehension treatment spent significantly more time on-task than did high level readers in the drill treatment. (FL)

ED 207 039

CS 006 296

Mayer, John D.
Selective Learning of Prose Passages Due to
Aggressive Content.

Pub Date—Apr 81

Note—10p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (56th, New York, NY, April 1981).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Aggression, *Behavioral Science Research, Cognitive Processes, College Students, Discourse Analysis, Epistemology, Higher Education, Hypothesis Testing, *Learning Processes, *Learning Theories, *Reading Interests, Reading

Research

Identifiers—*Prose Learning, *Selective Learning
The selective learning hypothesis holds that individuals' learning of prose passages will be affected in varying ways by the passages' threatening or unpleasant content. To test this hypothesis, 19 college students read six prose passages—three containing threatening material and three nonthreatening—and then completed a cloze test for each passage. The results showed no significant difference in the students' learning of the two types of content. (FL)

ED 207 040

CS 006 297

Kemper, Susan Estill, Robert
Interpreting Idioms.

Pub Date—Aug 81

Note—16p.; Paper presented at the Annual Meeting of the American Psychological Association (89th, Los Angeles, CA, August 1981).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cognitive Processes, College Students, Context Clues, English, Figurative Language, Higher Education, *Idioms, *Interpretive Skills, *Language Processing, *Reading Research

A study investigated the immediate comprehension processes involved in the interpretation of English idiomatic expressions. Idioms such as "bury the hatchet" were presented to 48 college students in sentential contexts that either biased the subject toward a literal or a figurative interpretation or left the interpretation ambiguous. In control sentences, the final words of the idiom were used in nonidiomatic expressions. Subjects monitored the sentences for specified targets. In all cases, the target words were the final words of the idiomatic phrases. The subjects were instructed to detect words that were identical to a cue word, that rhymed with a cue word, or that were members of semantic categories specified by cue words. Reaction times were recorded from the onset of the targets to the subjects' responses. Subjects detected identity, rhyme, and category matches more rapidly in all three idiomatic contexts than in the nonidiomatic control contexts. However, for literal and ambiguous idioms, category decisions were slower than rhyme decisions, while category matches were made as rapidly as rhyme matches for the control sentences. The results suggest that idioms are automatically processed as discrete lexical entries. (Author/FL)

ED 207 041

CS 006 298

Burton, John K. And Others
Effects of Semantic and Orthographic Interference
on Prose Recall.

Pub Date—Aug 81

Note—18p.; Paper presented at the Annual Meeting of the American Psychological Association (89th, Los Angeles, CA, August 1981).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cognitive Processes, Language Processing, *Learning Theories, Memory, Prose, Psycholinguistics, *Reading Research, *Recall (Psychology), *Semantics

Identifiers—*Prose Learning

"Levels of processing" is an explanatory framework postulating that differences in memory processing quality or effort affect the duration of the memory trace. Using recall (immediate, one week, or two weeks) for connected discourse processed under three semantic and three orthographic interference conditions, as well as a noninterference control condition, hypotheses of superior delayed recall for semantic processing conditions and "reversals" from immediate to delayed recall were tested. Subjects were 243 college students. The results were consistent with a semantic elaboration notion (that more difficult tasks require more elaborate processing) but the reversals suggested by other studies were not found to be statistically reliable. (Author/FL)

ED 207 042

CS 006 299

Dunay, Paul K. And Others
Using Memory Schemata to Comprehend Scripted
Texts.

Pub Date—Aug 81

Note—18p.; Paper presented at the Annual Meeting of the American Psychological Association (89th, Los Angeles, CA, August 1981).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cognitive Processes, College Students, Higher Education, Learning Theories, *Memory, *Reading Comprehension, *Reading Research

Identifiers—*Prose Learning, *Schemata

A study tested the assumption found in schema theory that scripted knowledge automatically provides specific content details about scripted activity, thereby biasing a reader's immediate interpretation of a text. The study measured how quickly and accurately 16 college students could verify script related words. Subjects listened to four scripted texts, two of which occurred normally (total) and two of which were segmented into thirds (segmented). At each break point, the subjects were tested for recognition of three types of words: (1) explicit—those mentioned in the text; (2) implicit—those logically required but not mentioned; and (3) unrelated. The results showed equivalent response times for explicit and implicit words, though both were slower than those for unrelated words. Errors involving implicit words were significantly more probable than for other words. The results support the hypothesis that content of a script automatically biases the reader's comprehension processes. (Author/FL)

ED 207 043

CS 206 356

Gillmor, Donald M.
William Brennan and the Failed "Theory" of
Actual Malice.

Pub Date—Aug 81

Note—20p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (64th, East Lansing, MI, August 8-11, 1981).

Pub Type—Information Analyses (070)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Court Doctrine, *Court Judges, *Court Litigation, *Freedom of Speech, *News Media, Theories

Identifiers—*Brennan (William J.), *Libel, Meiklejohn (Alexander), Supreme Court, Theory Practice Relationship

This paper contains an analysis of Justice William Brennan's Supreme Court opinions concerning cases on freedom of expression and his interpretations of Alexander Meiklejohn's theory of actual malice in cases of libel. Particular attention is paid to Brennan's landmark contribution to the law of libel, his opinion in "New York Times v. Sullivan," and analytical criticism of this opinion. Later cases are examined to determine any changes in Brennan's interpretation of actual malice, as well as to examine the impact of his "libel formula" on a narrowing view of public issue and public official defamation. The concluding section of the paper indicates that Brennan's history of using Meiklejohnian theory demonstrates the difficulties inherent in the theory and why it has failed. (RL)

ED 207 044

CS 206 376

Blum, Leona
Rural School Survey on English Teaching in Il-
linois, 1980.

Pub Date—80

Note—40p.

Pub Type—Reports - Research (143)—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Community Role, *Educational Research, Elementary Secondary Education, English Curriculum, English Departments, *English Instruction, Language Arts, Rural Education, *Rural Schools, *State Surveys

Identifiers—*Illinois

This paper describes a survey, of 51 rural schools in Illinois, that was conducted to gather information on English and language arts teaching in rural areas. Following an introduction to the rationale and methodology of the survey, the paper discusses the results of the survey in the following areas: (1) the rural community, including community and school priorities, students' out-of-class activities, the effect of community norms on English teaching materials, and the community's expectations of the English teacher; (2) the English department, including teachers' responsibilities, number of courses requiring preparation, the availability of library and audio visual materials, and salaries; and (3) the organization of the curriculum, including the teachers' role in developing curriculum materials, the number of years of English study required for high school graduation, and curricula for exceptional students. Extensive tables of the survey results and a copy of

the questionnaire are appended. (HTH)

ED 207 045 CS 206 396
Covert, Catherine L.

Journalism History and Women's Experience: A Problem in Conceptual Change.

Pub Date—Aug 81

Note—17p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (64th, East Lansing, MI, August 8-11, 1981).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Attitude Change, *Females, Historiography, Interprofessional Relationship, *Journalism, *News Reporting, Sex Differences, *Social Experience

Identifiers—*Journalism History

Traditionally journalism history has been male-oriented and has operated on the assumptions that journalism history is about winning, autonomy, and change. Two corollary assumptions hidden in post journalism history are (1) proper journalism history should focus on action, not consequence of action; and (2) history should be explained in terms of rationality rather than feeling. Admitting an enlarged discourse between arenas permitted to women and those allowed to men might produce a more inclusive history incorporating action and consequence, thinking and feeling, victory and despair. The introduction of women's perspective for these assumptions may provoke a re-evaluation of journalism history as traditionally composed and challenge the idea that the writing of such history must of necessity be organized around underlying premises involving conflict, autonomy, and change. Integrating the experience of women with the experience of men would emphasize failure and despair as well as success and progress, bonding and community as well as conflict and impact, and rhythms of repetition and return as well as innovation and change. Such a history may convey an enlarged sense of the complexity and wonder in any human undertaking. (HOD)

ED 207 046 CS 206 401

Shoemaker, Pamela J.

Media Effects on the Perceived Legitimacy of Deviant Political Groups: Two Experiments.

Pub Date—Aug 81

Note—46p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (64th, East Lansing, MI, August 8-11, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Group Status, Journalism, *Labeling (of Persons), *Media Research, *Negative Attitudes, News Media, News Reporting, *Political Affiliation, Political Attitudes, *Political Influences

Two experiments were conducted in November 1980 and March 1981 to study media effects on the perceived legitimacy of political groups. The first experiment was a pilot study designed specifically to explicate legitimacy by factor analysis. The second experiment was designed to validate the factor analysis performed in the pilot study, to expand the number of independent variables manipulated, and to test specific hypotheses for the factors. The factor analysis of 20 measures in the first experiment yielded four factors: evaluation, legality, viability, and stability. The results of this pilot study partially supported the hypothesis that negative, ridiculing media coverage of a deviant political group could decrease its perceived legitimacy. In the second experiment, 178 business and journalism students responded to measures delineating the four factors that resulted from the first experiment. The results of this second experiment found support among all four factors for the hypothesis that negative, ridiculing media treatments could cause a deviant political party to be perceived as less legitimate. But interactions between media treatment and political party on three of the four factors emphasized the need for studying legitimacy as four separate dimensions—evaluation, legality, viability, and stability. (RL)

ED 207 047

Stevenson, Robert L.

A Critical Look at Critical Analysis.

Pub Date—Aug 81

Note—34p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (64th, East Lansing, MI, August 8-11, 1981).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Communication Research, Evaluation Methods, Global Approach, *Mass Media, Research Design, *Research Methodology, Research Problems

Identifiers—*Critical Analysis, Europe

Noting that in Europe there is a growing criticism of the largely American communication research tradition that focuses on individuals, this paper examines European-style "critical analysis," which looks at social systems. The paper first examines the criticism of American-style "administrative" research, and then discusses two problems of using the social system rather than the individual as the unit of analysis in communication research. Finally, it considers whether the more productive direction for mass communication research is education (the traditional American goal) or generalization (the typical European goal). (FL)

ED 207 048

Stevenson, Robert L. Thompson, Kirstin D.

The Structure of Foreign News.

Pub Date—Aug 81

Note—47p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (64th, East Lansing, MI, August 8-11, 1981). Tables may be marginally legible.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Comparative Analysis, *Content Analysis, *Foreign Countries, *Media Research, Newspapers, *News Reporting, Programing (Broadcast), World Affairs

To examine the ways in which aspects of foreign news content are linked together, an analysis was performed on the data collected during a content analysis of foreign news in major national daily newspapers and broadcast news programs over 12 days. The analysis included the identification of (1) up to four topics from an all-inclusive descriptive list, (2) up to four actors in the story, and (3) the actors by nationality and social role. The nationalities, grouped into eight familiar geo-political regions, were also used to identify geographic regions. Results showed that, in each case, news was largely oriented toward international relations and domestic politics, and concerned almost exclusively with public officials. What does stand out is the absence of any consistency in foreign news coverage. More linkages were present in the news of the immediate area, in general, than in other areas. The problems this analysis identified, including the narrow definition of news and newsmaker, are more the problems of journalism than evidence of Western dominance. (HOD)

ED 207 049

Faber, Ronald J. And Others

Antecedents of Children's Comprehension of the Purpose of Television Advertising.

Pub Date—Aug 81

Note—21p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (64th, East Lansing, MI, August 8-11, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Advertising, *Behavioral Science Research, *Child Development, Childrens Television, Commercial Television, Comprehension, *Concept Formation, Grade 1, Grade 3, Identification (Psychology), *Perceptual Development, *Perspective Taking, Primary Education, *Television Commercials, Television Research, Television Viewing

A study was conducted to compare the relative importance of several different variables from different theoretical perspectives in explaining how children understood the advertising on commercial television. Sixty-seven first and third grade students were interviewed individually to assess their current stage of logical operations and role taking, their exposure to television, and their understanding of the purpose of television commercials. In accordance

CS 206 423

with the hypotheses that were proposed, the role-taking stage was the variable most highly correlated with understanding the purpose of advertising. Role taking continued to account for a significant amount of the variance after all other variables were entered into the model. These results support R. Selman's (1976) theory that the social skill of role taking is more basic to children's comprehension of other social stimuli such as advertising than the physical skill of logical operations. It appears that children need to have developed some rudimentary ability in understanding others' points of view and in stepping outside their own perspective before they can comprehend the more abstract perspective of the advertiser. (RL)

ED 207 050

Cheney, Michael R.

Culture Writ Electronic: Themes in Television Advertising.

Pub Date—Aug 81

Note—31p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (64th, East Lansing, MI, August 8-11, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Advertising, *Content Analysis, *Cultural Context, Media Research, *Persuasive Discourse, Propaganda, *Television Commercials

A content analysis was made of the advertisements broadcast during a half-hour of prime-time television, in an effort to discern the overt (obvious) and covert (underlying) themes present in television advertising. The analysis revealed an overt theme of a world view of individual determination, initiative, self-confidence and self-reliance, and gratification. The covert or unobtrusive theme presents a world view of external determination in which standards are established, consumption is encouraged, and the status quo is accepted and maintained. These two themes appeared to be at odds with each other. One interpretation for this divergence is the gap between the middle-class ideology and the level of consumers in relation to that ideology. A second interpretation is that both themes are attempts to persuade, one as propaganda of agitation and the other as propaganda of integration. Still a third interpretation suggests that advertising be viewed as ritual rather than as persuasion, and as such, the overt theme is of symbolic action while the covert theme is of ritual action. Each of these interpretations suggests that television advertising is not so much a hidden persuasion of culture as it is a reflection of culture. (HTH)

ED 207 051

Downes, Donna Roman

The Effect of Changing American Social Values on the Editorial Content, Style and Management of Newspapers.

Pub Date—Aug 81

Note—52p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (64th, East Lansing, MI, August 8-11, 1981).

Pub Type—Information Analyses (070) — Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Case Studies, Competition, Journalism, *Layout (Publications), Marketing, *Newspapers, News Reporting, *Social Change, *Social Values

Identifiers—Audience Awareness

An examination of the "Los Angeles Times," the "Long Beach Independent Press-Telegram," the "Register," and the "Herald Examiner" as well as personal interviews conducted at the editorial and management levels reveal the effect of changing American social values. Changing values can be marked by such broad indicators as graphic renovation, regionalization of news content, creation of special sections wholly devoted to leisure and/or segmented audience interests, as well as such subtle alterations as the refinement of tables of contents, increases in news brief sections, changes in women's coverage, sectionalization, and increases in feature and entertainment materials. In addition, the management and marketing techniques of newspapers have changed. Most metropolitan area newspapers now utilize market research as an integral decision-making tool in the daily management of their newspapers. Others have established internal autonomous research departments to monitor the change taking place in the communities that they serve. The marketing of newspapers has also

changed as owners seek the best possible position for their product in a fiercely competitive media environment. Most of these changes have occurred within the past three to five years. (HOD)

ED 207 052 CS 206 454
Mills, Rilla Dean

American Reporters/Soviet Reporters: A Convergence?

Pub Date—Aug 81

Note—22p; Paper presented at the Annual Meeting of the Association for Education in Journalism (64th, East Lansing, MI, August 8-11, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - General (140)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Communism, Comparative Analysis, Foreign Countries, Freedom of Speech, Journalism, News Reporting, Political Influences
Identifiers—Lenin (Vladimir), News Reporters, Objectivity, Russia, United States

While the concept of "objective" reporting in the United States has been under attack from critics who demanded more interpretation from the press, a move in the opposite direction seems to be taking place in the Soviet Union, as the concept of journalism as strictly an advocate for the Communist party seems to be giving way to the concept of impartial reporting. Lenin's emphasis on what readers needed to prepare them for the new Soviet society instead of what they wanted led to a denigration of traditional news items, but recently the Soviet press has been willing to publish at least abbreviated accounts of natural disasters. Soviet journalists have developed three ways to cope with the problem of the Leninist view of journalism: they can ignore the issues for which they have no clear guidelines from the party; they can report and investigate aggressively on such issues, taking a position that seems to agree with the Leninist principles; or they can approach the issue as an American reporter might, without any firm preconceptions and with determination to examine all possible points of view. While the Leninist view will never elevate the concept of objectivity to the status it has enjoyed in American journalism, some Soviet reporters value the concept out of a newly emerging professional pride. (HTH)

ED 207 053 CS 206 457
Burd, Gene

Urbanization as a Context for a System of Functional News Beats.

Pub Date—Aug 81

Note—16p; Paper presented at the Annual Meeting of the Association for Education in Journalism (64th, East Lansing, MI, August 8-11, 1981).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Change Strategies, Journalism, Journalism Education, News Media, Newspapers, News Reporting, Social Change, Social Responsibility, Urban Culture, Urbanization
Identifiers—Media Role

Noting that urbanization is a useful context in which to study the communications system, this paper offers suggestions for newspapers to help them adapt the realities of the urban community in order to redefine news gathering procedures and reorganize newsrooms around the process of urbanization. The paper proposes six areas for both the study and the practice of urban journalism: (1) civic images, urban symbolism, and civic identity; (2) civic boosterism and urban journalism practice and policy; (3) decentralization and urban decline and the resulting dilemma for communications systems; (4) urban power, alienation, and decision making; (5) ecological pressures and the urban growth ethic in the media; and (6) the future of media in the metropolis. The paper concludes that if journalism education and practice are to relate more to the community they need to give more attention to the nature of the urban audience and its vision, values, changes, decisions, crises, and decline. (FL)

ED 207 054 CS 206 459
Burd, Gene

Press Responsibility for Health News: Beyond Precision and Toward Prevention.

Pub Date—Aug 81

Note—23p; Paper presented at the Annual Meeting of the Association for Education in Journalism (64th, East Lansing, MI, August 8-11, 1981).

Pub Type—Reports - Research (143) — Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Content Analysis, Health, Journalism, Journalism Education, Media Research, Medicine, Newspapers, News Reporting
Identifiers—Media Role

In addition to investigative and interpretative reporting, journalists might adopt a new approach to the news-preventive journalism. Preventive journalism would concentrate on news and information that could be used to prevent crises and conditions upon which the mass media thrive. In one area, public health, preventive journalism could be used to emphasize ways to prevent ill health, causes of various health problems, and ways to prevent the costs of dealing with these problems after they become crises. To determine if this preventive approach to health news coverage was being used, a content analysis was conducted of nine issues of a large daily Texas newspaper. The results showed that health news stories usually dealt with the odd, the spectacular, and conflict and controversy. In addition, health related stories seldom appeared on the first page of the newspaper, indicating that a preventive attitude was not yet visible in news reporting. (FL)

ED 207 055 CS 206 476
Brown, Geoffrey

The Place of Language in Piagetian Theory.

Pub Date—Jan 81

Note—9p; Paper presented at the Annual Meeting of the International Interdisciplinary UAP-USC Conference on Piagetian Theory and the Helping Professions (11th, Los Angeles, CA, January 30-31, 1981).

Pub Type—Reports - Research (143) — Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Child Language, Cognitive Development, Cognitive Processes, Language Acquisition, Language Processing, Psycholinguistics, Research Problems, Theories
Identifiers—Piagetian Theory

The problems with using Piagetian theory to explore language-thought relationships are two-fold. First there are methodological problems, including the lack of experimental controls and the lack of uniform criteria by which cognitive operations are identified. A second difficulty is the questionable practice of interpreting child language development in terms of adult language use. Because of these difficulties, researchers hypothesizing a language-thought relationship within Piagetian parameters have three options. The first option is to assume that cognitive operations always precede linguistic structure. This option implies that language is not a good index of cognitive development, that nonlinguistic assessment techniques must be developed, and that language is not a form of thinking in its own right. The second option is to assume synchrony, or an essentially isomorphic relationship between language and thought. This assumption implies that language can be used to determine cognitive operations, that child language is distinct from adult language, and that language processes should not be distinguished from other forms of thought. The third position is that individual cases dictate whether linguistic structures give rise to cognitive operations, whether the reverse is true, or whether there is synchrony. The wealth of evidence supporting this variability in language-thought relationships indicates that better criteria are needed for delineating cognitive operations with respect to language structures. (RL)

ED 207 056 CS 206 493
Ansah, Paul And Others

Rural Journalism in Africa. Reports and Papers on Mass Communication No. 88.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.—ISBN-92-3-101-752-7

Pub Date—81

Note—38p.

Available from—UNIPUB, 345 Park Ave., New York, NY 10010.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—African Culture, Developing Nations, Journalism, Media Research, Newspapers, Rural Areas

Identifiers—Africa, Media Role, Unesco

This report details a series of Unesco sponsored surveys, on the developing newspapers in rural

Africa, that explored (1) the conditions conducive to the establishment and continuity of rural newspapers; (2) sources for training rural journalists; (3) the use of research; and (4) ways and means of using to advantage the varied resources already available. The first section of the report gives an overview of the rural African newspaper. The second section discusses the resources for training in rural journalism, while the third section covers the origins, development, and present situation of rural newspapers in Africa, country by country. The fourth section discusses the conclusions of the surveys and the future of rural newspapers. Appended is a section on rural newspapers and African languages. (HTH)

ED 207 057 CS 206 542
Gardner, Mary A.

The Role of the Colegio de Periodistas in the Journalism of Chile.

Pub Date—Aug 81

Note—51p; Paper presented at the Annual Meeting of the Association for Education in Journalism (64th, East Lansing, MI, August 8-11, 1981). Best copy available.

Pub Type—Information Analyses (070) — Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Freedom of Speech, Group Dynamics, Group Status, Group Unity, Journalism, Latin American History, Organizations (Groups), Political Issues, Professional Associations

Identifiers—Chile

Recent decree laws in Chile, if implemented, will eliminate all professional "colegios" (governing bodies), including those for medicine, law, and journalism, and allow them the alternative of forming free trade unions. The twenty "colegios" of Chile require university education for membership and serve as monitors of the education and ethics within their professions. For journalists, the government action is particularly perplexing and exasperating. To understand their feelings, one has to examine the contributions of the "colegio" to journalists in the past. Whatever its value, however, it must be noted that the journalism "colegio" has always struggled with political divisiveness among its members, apathy, a small budget and staff, and even the inability to enforce its own regulations. Perhaps the most difficult of the "colegio's" activities to evaluate are those involving freedom of the press. The "colegio" has protested in one form or another every decree the military government has issued limiting freedom of the press, but little evidence exists that the government has taken them seriously. In any event, the rigidity of the government in its views and actions regarding professional "colegios" apparently has, in effect, activated an antigovernment group that did not previously exist. It is likely that the journalism "colegio" will take on the nature of a trade union, issuing credentials rather than setting educational and ethical standards. (HOD)

ED 207 058 CS 206 543
Keiser, Samuel E. DeLuca, Emeric

Writing as a Way of Knowing—A Phenomenological View.

Pub Date—May 81

Note—14p; Paper presented at the Annual Meeting of the Conference Sponsored by the English Bureau (4th, Albany, NY, May 21-22, 1981).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Processes, Expressive Language, Language Usage, Learning Theories, Prewriting, Writing (Composition), Writing Instruction, Writing Processes

Identifiers—Phenomenology

Arguing that to consider only the writer's mental processes is an intellectualist view of the composing process that does not present a fully human way of knowing, this paper takes the position that the writer is more than a mind at work and that an account of the writer as knower must include a consideration of the interaction between mind and experience. The paper supports this position by using a phenomenological approach, which views language not only as a means of communication but as a way of creating worlds, fashioning meaning, and sharing experiences. In conclusion, the paper shows that, based on this holistic view of the writer as knower, expressive writing used in the invention stage is a natural heuristic, leading to knowledge that is both self-specific and subject-specific. (FL)

ED 207 059

CS 206 561

Sartain, Harry W.
Languages of the Disciplines.
Pittsburgh Univ., Pa.
Spons Agency—Fund for the Improvement of Post-
secondary Education (ED), Washington, D.C.
Pub Date—81
Note—28p.; References may be marginally legible
due to small print.

Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Audiovisual Aids, Classroom Tech-
niques, College Freshmen, *College Programs,
Communication Problems, Communication
Skills, Comparative Analysis, *Comprehension,
Educational Research, Higher Education, *Lang-
uage Research, *Language Styles, *Majors (Stu-
dents), Program Descriptions, Program Design,
*Receptive Language, Undergraduate Students

This booklet contains information on the Languages of the Disciplines Project, a federally funded program that seeks to identify the problems in receptive communication encountered by beginning university students in specific disciplines and the techniques for helping these students overcome their problems. The first section of the booklet notes the development of a communications gap across educational disciplines and fields of study, outlines the investigative model used in the project, and describes methods of collecting data for the project. The next section of the booklet provides details of student difficulties—particularly with vocabulary, metaphorical expressions, and special language styles—in selected disciplines, such as philosophy, physics, and psychology. The final section of the booklet lists instructional techniques and devices that teachers in all disciplines can use to prevent student problems in receptive communications. (RL)

ED 207 060

CS 206 565

Buley-Meissner, Mary Louise
Error Analysis in Basic Writing.
Pub Date—Mar 81

Note—9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (32nd, Dallas, TX, March 26-28, 1981).

Pub Type—Speeches/Meeting Papers (150) —
Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College English, *Error Analysis (Language), Higher Education, *Teacher Role, Teaching Methods, *Writing Evaluation, *Writing Instruction, Writing Skills

Many teachers of basic writing are preoccupied with error. Before marking any errors in a student's composition, the teacher should read it carefully, try to understand the student's intention in writing it, and respond in those terms. Priorities for analysis should be consistent with the teacher's priorities for teaching and be set in terms of what will make the greatest difference in clarifying the student's communicative intentions. Analysis should also be framed in terms that will encourage the students to set their own goals for improvement. To be genuinely instructive, teachers need to be specific about the strengths of their students' writing no less than the weaknesses. For students to become critics of their own writing, teachers should help the students remain objective in their impressions of their writing. Errors can be studied in the context of meaningful discourse through the use of individual conferences, a read/tape/playback/revise approach, and small group writing workshops. (HOD)

ED 207 061

CS 206 571

England, Geneva
Articulation between High School Senior and College Freshman Composition: A Study of the Most Serious Writing Errors as Perceived by Mississippi High School and College English Instructors.
Pub Date—23 Apr 81

Note—82p.; Not available in paper copy due to marginal legibility of original document.

Pub Type—Reports - Research (143) — Dissertations/Theses - Doctoral Dissertations (041)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*College Faculty, Comparative Analysis, Questionnaires, *Secondary School Teachers, State Surveys, *Teacher Attitudes, *Writing Research, *Writing Skills

Identifiers—Mississippi, *Writing Difficulties
In a study that investigated the most serious com-

position problems perceived by teachers of high school senior English and college freshman composition, a questionnaire was sent to all 34 of the Mississippi colleges offering freshman composition and a random sample of 34 Mississippi high schools. Respondents were asked to rate the seriousness of 30 described writing problems. A coversheet was affixed to the questionnaire requesting that certain demographic information be used to better understand the respondents and to construct a profile of the instructors. Results indicated that seven student writing problems were perceived as being most serious by respondents at both levels: (1) failure to provide supporting details for generalized statements; (2) failure to use transitions to develop paragraph coherence; (3) inability to write in a formal, objective style; (4) failure to proofread papers; (5) lack of enjoyment in writing; (6) failure to adequately limit papers; and (7) poor spelling. (Cover letters to the respondents, tally sheets, and data on the teaching experience of respondents are appended.) (HOD)

ED 207 062

CS 206 573

Briggs, James And Others
Survey: Writing in the Content Area.
Pub Date—May 81

Note—21p.; Paper presented at the Annual Meeting of the Wisconsin Council of Teachers of English (23rd, LaCrosse, WI, May 7-8, 1981).

Pub Type—Tests/Questionnaires (160) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Grading, Inservice Teacher Education, *Interdisciplinary Approach, Secondary Education, Surveys, *Teacher Attitudes, *Teacher Role, Writing Evaluation, Writing Exercises, *Writing Instruction, *Writing Research, Writing Skills

Identifiers—*Writing Across the Curriculum
As a follow-up to the Central Wisconsin Writing Project, a writing survey was prepared to (1) introduce the concept of writing across the curriculum to high school faculty in the district, (2) determine the district's need for inservice in writing across the curriculum, (3) establish the validity of the data, (4) collect information about writing expectations in high school courses other than English, and (5) use the information as a basis for creating strategies and inservice specially designed to meet the needs of non-English teachers. The survey was administered during October 1980 to departments of social studies, science, business education, driver education, physical education, home economics, industrial arts, and agriculture. The results indicated that 62% of the teachers did not connect the learning of course concepts to the ability to explain them in writing. Seventy-six percent felt that all written work should be read and evaluated by the teacher, but while 50% indicated that writing ability had some effect on grade, no more than 10% said it had a major role in grading. Over 50% said that little or no teaching time was spent on activities to improve writing, and most teachers had their students taking notes on a daily basis. No other type of written assignment received much attention other than short answers on worksheets. (HOD)

ED 207 063

CS 206 574

Hagaman, John
Effective Composition Teachers.
Pub Date—[78]

Note—9p.
Pub Type—Opinion Papers (120) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Higher Education, High Schools, *Teacher Attitudes, *Teacher Effectiveness, Teaching Styles, Writing (Composition), *Writing Instruction, Writing Processes, Writing Research
To be effective, composition teachers should keep four things in mind. First, writing is as much a process as a product. To understand this, teachers must themselves write, so that they will experience the satisfaction of discovering ideas and viewpoints. Second, individual students' composing processes should be carefully identified before any intervention is attempted. This can be accomplished by talking with students and observing them while they are writing. Students will be better able to accommodate new processes, such as preparing outlines, if these are integrated with the students' existing processes. Third, effective teachers need to keep up with current research in composition and rhetorical theory. This research should, however, be considered in light of the teacher's own experience and the

findings applied to the teachers' classes to test validity. Finally, effective teachers must realize that, because many professions are accessible without textbook-correct writing, they need to make something special out of the act of writing for their students. They can communicate much about writing through their classroom behavior or teaching style, and by viewing writing in a way that encourages their own continuing development and that of their students. (HTH)

ED 207 064

CS 206 576

Handbook of English Language Problems with Remedial Instruction Techniques Enclosed.
Cortland-Madison Board of Cooperative Educational Services, Cortland, N.Y.

Pub Date—80
Note—204p.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Comprehension, Diagnostic Teaching, Elementary Secondary Education, *Language Usage, *Remedial Instruction, *Sentence Structure, Teaching Guides, *Vocabulary, *Writing Evaluation, *Writing Instruction

Constructed on the premise that the teacher with a written assignment to evaluate seeks procedures and activities for remedying the errors present in that assignment, this handbook is designed as a tool for the teaching of remedial composition in grades five through twelve. The handbook is composed of a checklist and a diagnostic grid, followed by discussions and activities for each of the topics listed in the checklist—perception of the task, organization, sentence structure, usage, vocabulary, and mechanics. The grid following the checklist may be used (1) to provide an initial evaluation of the strength and weaknesses of the entire class, indicating areas in which group instruction would be beneficial; and (2) to keep track of the individual student's progress by recording individual assignments. Sample questions from the Regents Competency Test on Writing, a glossary of terms, a student writing chart, and a bibliography of additional resources are appended. (HOD)

ED 207 065

CS 206 577

Cole, Helen
Teacher's Guide to Newspaper in Education.
Waco Tribune-Herald, Tex.

Pub Date—[78]

Note—132p.; Photographs may be marginally legible. A number of illustrations have been removed due to copyright restrictions.

Available from—The Waco Tribune-Herald, P. O. Box 1100, Waco, TX 76703 (\$10.00, Quantity price, \$5.00).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Classroom Techniques, *Content Area Reading, Educational Resources, Elementary Secondary Education, *Instructional Materials, Language Arts, Mathematics Instruction, *Newspapers, Reading Instruction, Reading Skills, Science Instruction, Social Studies, Teaching Guides

This guide contains lists of activities for using the local newspaper as an educational resource to develop content area reading skills. The compilation of ideas and activities, divided into four sections, offers suggestions for using the newspaper in language arts, social studies, mathematics, and science instruction. A fifth section on newspaper publishing contains subsections on newspaper terminology, how to study the newspaper, how the newspaper is put together, and how to read a newspaper. (RL)

ED 207 066

CS 206 578

Language Arts Curriculum Guide, K-6. Bulletin 1588.

Louisiana State Dept. of Education, Baton Rouge.
Div. of Academic Programs.

Pub Date—81

Note—1,180p.; For related documents see CS 206 579-580.

Pub Type—Guides - Classroom - Teacher (052) —
Reference Materials - Vocabularies/Classifications (134)

EDRS Price - MF09/PC48 Plus Postage.
Descriptors—Behavioral Objectives, *Classroom Techniques, *Curriculum Design, *Educational Objectives, Elementary Education, *Language Arts, Teaching Guides

This curriculum guide outlines the language arts skills, levels of instruction, and suggested classroom activities for instruction from kindergarten through grade six. The first section of the guide contains

course content outlines for each grade level, listing learner objectives, the skills associated with these objectives, and the page numbers of related instructional activities that appear in the guide. The second section of the guide is a language arts skills continuum that notes the page numbers of the learning activities and grade levels at which the skills should be introduced, taught, mastered, and maintained. The third section of the guide lists the specific instructional activities, with notes on the content, objective, and appropriate grade level. These instructional activities are offered for vocabulary development, comprehension, oral expression, written expression, study skills and proofreading/editing skills (handwriting, spelling, capitalization, punctuation, and usage). (RL)

ED 207 067 CS 206 579
English and Language Arts Curriculum Guide,
Grades 6-9, Bulletin 1589.

Louisiana State Dept. of Education, Baton Rouge.
Div. of Academic Programs.

Pub Date—81

Note—713p.; For related documents see CS 206 578 and CS 206 580.

Pub Type—Guides - Classroom - Teacher (052) —
Reference Materials - Vocabularies/Classifications (134)

EDRS Price - MF04/PC29 Plus Postage.

Descriptors—Behavioral Objectives, *Classroom Techniques, *Curriculum Design, *Educational Objectives, *English Instruction, Intermediate Grades, Junior High Schools, *Language Arts, Teaching Guides

This curriculum guide outlines the course content, skills, and suggested classroom activities for English/language arts instruction in grades six through nine. The first section of the guide contains course content outlines for each grade level, listing learner objectives, the skills associated with these objectives, and the page numbers of related instructional activities that appear in the guide. The second section of the guide lists the specific instructional activities, with notes on the content, objective, and appropriate grade levels. Instructional activities that are listed include vocabulary development, literal comprehension, interpretive and critical comprehension, oral and written composition, study skills, and proofreading/editing skills. The third section of the guide offers skills continuums for reading and for writing, noting the page numbers of the activities and the grade levels at which the specific skills should be introduced, taught, mastered, and maintained. Information on writing evaluations, audiovisual materials, and recommended readings for teachers is contained in three appendices. (RL)

ED 207 068 CS 206 580
English and Language Arts Curriculum Guide,
Grades 9-12, Bulletin 1590.

Louisiana State Dept. of Education, Baton Rouge.
Div. of Academic Programs.

Pub Date—81

Note—666p.; For related documents see CS 206 578-579.

Pub Type—Guides - Classroom - Teacher (052) —
Reference Materials - Vocabularies/Classifications (134)

EDRS Price - MF03/PC27 Plus Postage.

Descriptors—Behavioral Objectives, *Classroom Techniques, *Curriculum Design, *Educational Objectives, *English Instruction, High Schools, *Language Arts, Teaching Guides

This curriculum guide outlines the course content, skills, and suggested classroom activities for English/language arts instruction in grades nine through twelve. The first section of the guide contains course content outlines for each grade level, listing learner objectives, the skills associated with these objectives, and the page numbers of related instructional activities that appear in the guide. The second section of the guide lists the specific instructional activities, with notes on the content, objective, and appropriate grade levels. Instructional activities that are listed include vocabulary development, literal comprehension, interpretive and critical comprehension, oral and written composition, study skills, and proofreading/editing skills. The third section of the guide offers skills continuums for reading and for writing, noting the page numbers of the activities and the grade levels at which the specific skills should be introduced, taught, mastered, and maintained. Information on writing evaluations, audiovisual materials, and recommended readings for teachers is contained in three appendices. (RL)

ED 207 069 CS 206 583

Dias, Patrick X. Maguire, Mary H.

Developing Writing Ability: Criteria for a Program
for Teachers and Students.

Pub Date—May 81

Note—15p.; Paper presented at the Annual Meeting of the Canadian Council of Teachers of English (14th, Vancouver, Canada, May 11-16, 1981).

Pub Type—Guides - Non-Classroom (055) —
Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Change, Elementary Secondary Education, *Inservice Teacher Education, *Professional Development, Program Descriptions, *Teacher Role, *Writing Instruction, *Writing Processes

An inservice course on the teaching of writing was designed to provide a content within which reflection and learning could occur. The course began with a week-long period of study and discussion of theories of language, with particular emphasis on the development of writing abilities, and a consideration of the implications of such theories for classroom practice. Teachers emerged from that week's activities with an outline of their own theories of development in writing abilities to be refined under further examination and to be tested by classroom application. This involved the preparation of writing activities designed to lead to specific kinds of finished written products, the teaching of these activities, analyses of the writing that resulted, the monitoring of progress in the writing of a number of selected students, the further refinement of these teaching units, and their publication for trial in other classrooms. During the course, teachers experienced (1) a shift from their focus on the written product and writing as an "etiquette bound event" to their active engagement in the writing process and writing as meaning centered and functional, (2) a shift from being an examining audience to being a trusted sympathetic audience, (3) less concern with surface structure correctness and more attention to what their students were doing and how their students were constructing the rules of order and cohesion, and (4) less concern with generating topic sentences and outlines. (HOD)

ED 207 070 CS 206 584

LaRocque, Geraldine E.

If Self-Evaluation Is the Answer, What Is the
Question?

Pub Date—Apr 81

Note—10p.; Paper presented at the Annual Meeting of the Secondary School English Conference (9th, Nashville, TN, April 2-4, 1981).

Pub Type—Speeches/Meeting Papers (150) —
Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Elementary Secondary Education, *English Instruction, *Evaluation Criteria, Evaluation Methods, *Models, *Self Evaluation (Individuals), *Teacher Effectiveness, *Teacher Evaluation, Teacher Improvement

A model for analyzing the interactions of the teaching act is essential for raising teachers' consciousness about the multitude of factors that constitute teaching. A paradigm for analyzing the teaching act can be stated as follows: the activities of a given subject matter, when taught by teachers with a particular background and qualities, will produce specific patterns of affective and cognitive learning in students with a particular background, maturity, and experience. Any change in one of the variables of the paradigm changes the results of cognitive and affective learning. In the same fashion, if the students' level of development changes, the teacher will have to make adjustments, perhaps in methodology and in content, in order to keep the level of cognitive and affective response high. One such change affecting the paradigm might be a lower student reading ability. Such heightened awareness by teachers of the factors that are important to success in teaching may make it possible for them to see that, for certain kinds of students who have difficulty in English, it may be the subject matter rather than the methodology that is contributing to the students' low achievement in language lessons. (HOD)

ED 207 071 CS 206 585

Roos, Michael E.

Syntactic Maturity and Grading: A Correlational
Study.

Pub Date—Jul 81

Note—17p.; Paper presented at the Annual Meeting of the Wyoming Conference on Freshman and Sophomore English (10th, Laramie, WY, July 6-10, 1981).

Pub Type—Speeches/Meeting Papers (150) —
Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Correlation, Essays, Evaluation Methods, *Grading, Higher Education, Literary Styles, Sentence Combining, *Sentence Structure, *Structural Analysis (Linguistics), *Syntax, Two Year Colleges, Writing (Composition), *Writing Evaluation, *Writing Research

Identifiers—Clauses, *Syntactic Maturity, T Units

A study was conducted to determine whether a significant correlation existed between an essay's letter grade and five important factors of syntactic maturity (clause length, t-unit length, sentence length, clauses per t-unit, and t-units per sentence). A total of 45 essays—15 A, 15 B, and 15 C papers as graded by five junior college English teachers—were assigned a point value and analyzed for a correlation between the grade and each of the five syntactic maturity factors. The results indicated a slight correlation between the grades and the number of clauses per t-unit and the number of t-units per sentence, suggesting that the teachers were influenced somewhat in their grading by the writer's ability to build compound sentences. The second portion of the study was an analysis of the difference between each of the three grade groups. Here, the number of words per sentence was found to be the most significant factor. The significant difference between the A and the C papers was possibly due to the fact that the A students connected independent clauses with semicolons more frequently than did the other students and thus produced much longer sentences and more t-units per sentence. While the results infer that sentence combining exercises may help increase the quality of a student's writing, factors of syntactic maturity overall had only a low correlation with the quality of writing. (HTH)

ED 207 072 CS 206 586

Lederman, Marie Jean Ribaud, Michael

The Basic Skills Effort at the City University of
New York.

City Univ. of New York, N.Y. Office of Academic
Affairs.

Pub Date—Feb 81

Note—29p.; For related documents see CS 006 280 and CS 206 587-588.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Basic Skills, College Freshmen, English (Second Language), Higher Education, Mathematics Instruction, Nontraditional Students, Open Enrollment, *Program Development, Reading Instruction, *Remedial Programs, Student Needs, *Student Placement, Writing Instruction Identifiers—*City University of New York

As a result of an open admissions policy, the City University of New York (CUNY) was faced with large numbers of students in need of instruction in the basic skills. Each college had to develop testing programs to determine placement and to diagnose individual students' needs, and each was faced with the necessity of creating larger programs in reading, writing, mathematics, and English as a second language. To improve communication among the faculty involved in these programs, an instructional resource center was created to organize, expand, and coordinate the various remedial efforts within the University. More recently, its functions have been expanded through the Freshman Skills Assessment Program (FSAP). This program insures that students in need of basic skills instruction in reading, writing, and mathematics are identified prior to entry and are placed in courses appropriate to their skill levels. Students must pass tests in all three subjects in order to enter upper division classes. Educators at CUNY are currently conducting a study that will enable them to look at the differences in the structure and content of programs across campuses and how these relate to FSAP retest scores, performance in regular college courses, persistence within the college, and retention in the university. (HOD)

ED 207 073 CS 206 587

Slaughter, Virginia B. Wiener, Harvey S.
Basic Skills Programs at the City University of New York: Writing.
 City Univ. of New York, N.Y. Office of Academic Affairs.

Pub Date—81
 Note—138p.; For related documents see CS 006 280, CS 206 586 and CS 206 588.

Pub Type—Reports - Descriptive (141)
 EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Basic Skills, Higher Education, Nontraditional Students, Program Descriptions, Remedial Programs, School Surveys, Writing Evaluation, Writing Instruction, Writing Skills
 Identifiers—City University of New York

One of four reports describing the basic skills programs in writing, reading, English as a second language, and mathematics at the City University of New York (CUNY), this volume describes the writing aspect of the program—including content, structure, methodology, and support services—at nine senior colleges and eight community colleges in the CUNY system. A questionnaire from the instructional resource center, writing program charts from the senior colleges and the community colleges, and information on resource personnel are appended. (HOD)

ED 207 074 CS 206 588

de Leon, Victor And Others
Basic Skills Programs at the City University of New York: English as a Second Language.
 City Univ. of New York, N.Y. Office of Academic Affairs.

Pub Date—81
 Note—172p.; For related documents see CS 006 280 and CS 206 586-587.

Pub Type—Reports - Descriptive (141)
 EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Basic Skills, Bilingual Students, English (Second Language), Higher Education, Nontraditional Students, Program Descriptions, Remedial Programs, School Surveys, Student Placement

Identifiers—City University of New York

One of four reports describing the basic skills programs in writing, reading, English as a second language (ESL), and mathematics at the City University of New York (CUNY), this volume describes the ESL program designed for students who do not meet CUNY's standards for minimum competency in writing and reading or higher standards set by the colleges in which they are enrolled. Specifically, it contains data from a survey conducted to update information gathered through the instructional resource center in 1976. The report provides survey data that focuses on the experience of students from their identification as ESL students requiring specialized instruction through their placement in the proper courses and accompanying academic programs at CUNY to the point at which they complete the ESL sequence. Areas described include program structure and content and placement procedures for each CUNY college. Also described are the support services, faculty, and the impact on student performance of the Freshman Skills Assessment Program. Tables provide ESL program charts for the senior and community colleges, departmental organization related to ESL offerings, ESL courses in which the Writing Assessment Test is administered at the end of the course, tests administered for placement in ESL courses, and support services. (HOD)

ED 207 075 CS 206 589

Glasser, Theodore L.
Journalism, Privacy, and Embarrassing Facts: A Critical Review of the Newsworthiness Defense.
 Pub Date—Apr 81

Note—26p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Pittsburgh, PA, April 24-26, 1981).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Court Doctrine, Court Litigation, Freedom of Speech, Higher Education, Journalism, Legal Problems, News Reporting, Privacy, Theories, Torts

Noting that while much has been said about privacy and the defense of newsworthiness in legal cases involving the unauthorized publication of true but embarrassing facts, this paper points out that there appear to be only three broadly distinguishable—and largely disparate—theories of privacy and

newsworthiness, none of them in circulation long enough to have influenced the courts. In an effort to examine these theories critically, the paper begins with a brief overview of the conflict between privacy and a free press, with an emphasis on the legal and moral tension created by an individual's desire to conceal embarrassing facts and the journalist's proclivity to disclose them. The next sections of the paper delineate the three existing theories of newsworthiness, which include (1) the doctrine of Supreme Court Justices Hugo Black and William O. Douglas, giving almost exclusive weight to First Amendment concerns; (2) Thomas Emerson's definitional approach, which calls for full protection of privacy, even when privacy runs counter to a free press; and (3) the standard set forth by Alexander Meiklejohn, refined by Edward Bloustein and operationalized by Randall Bezanson, which defines newsworthiness in terms of the purpose of self-government. The concluding section offers an appraisal of each theory in terms of its contribution to legal theory and, more pragmatically, each theory's contribution to a workable compromise between newsworthiness and invasion of privacy. (RL)

ED 207 076 CS 206 590

Garcia, Mario R. And Others
Subscribers' Reaction to Redesign of the St. Cloud Daily Times [and] Understanding the Research Process. ANPA News Research Report No. 32. American Newspaper Publishers Association, Washington, D.C.

Pub Date—3 Sep 81
 Note—13p.

Pub Type—Reports - Research (143) — Reports - Descriptive (141) — Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Case Studies, Design Preferences, Graphic Arts, Layout (Publications), Media Research, Newspapers, Publishing Industry, Research Methodology

Identifiers—Reader Response

The two sections of this report focus on recent research in the newspaper industry. The first section describes changes implemented in the design and layout of a Minnesota daily newspaper and the methodology and results of two surveys of readers' favorable reactions to the changes. The second section is designed to familiarize newspaper people with the basic steps in the research process and with some key concepts and terms used in that process. It uses a survey of editorial readership to provide sample data. (HTH)

ED 207 077 CS 206 591

Long, Maxine M., Ed. McCleary, William J., Ed.
Thematic Issue: Intervening in the Writing Process.

New York State English Council.
 Pub Date—81

Note—28p.; Small type throughout the document may not be legible.

Journal Cit—The English Record; v32 n3 Sum 1981
 Pub Type—Collected Works - Serials (022) — Guides - Classroom - Teacher (052) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Anxiety, Classroom Techniques, Cultural Differences, Higher Education, Intervention, Secondary Education, Sentence Combining, Student Centered Curriculum, Teacher Attitudes, Teaching Methods, Writing Instruction, Writing Processes

Identifiers—Revision (Written Composition), Writing Apprehension

The six articles in this journal issue deal with teachers intervening in the writing process (what happens before the student turns in a paper for a grade). The articles focus on the following topics: (1) some objectives and classroom practices for teaching the composing process; (2) a composing profile and a system for developing a student centered writing curriculum; (3) the need for teacher awareness and response to "writer based prose," those preliminary drafts of compositions that reveal both the seeds of ideas that students need to develop and the stylistic flaws they need to eliminate; (4) reducing writing anxiety in a cross-cultural educational experience; (5) sentence combining and paragraph building using standard textbooks like Warriner's "English Grammar and Composition"; and (6) what not to teach about the research paper in college freshman English classes. (RL)

ED 207 078 CS 206 592

Martin, Nancy And Others
The Martin Report: What Goes on in English Lessons. Case Studies from Government High Schools, Western Australia.
 Western Australia Education Dept., Perth.

Pub Date—80
 Note—314p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Case Studies, Curriculum Development, Educational Research, English Curriculum, English Instruction, Foreign Countries, High Schools, Secondary Education
 Identifiers—Australia (Western Australia)

Noting that since 1979, the English course in Western Australian secondary schools has been reshaped into two separate courses—one for college admission and one in English literature—and that procedures for student assessment and examination have altered considerably, this volume reports on an extensive survey undertaken to discover how these changes have affected the teaching and learning of English in the Western Australian secondary schools. Following a brief section describing the basis and design of the study, the first major part of the document discusses the background and issues of secondary English education in the Western Australian schools. Part two discusses case studies of English courses conducted in nine high schools, while part three presents the findings of these studies, including conclusions and recommendations. Appendixes include the letter sent to the principals of the case study schools and questions from teacher, student, and parent interview forms. (HTH)

ED 207 079 CS 206 593

Winner, Ellen Gardner, Howard
The Development of Metaphoric Operations. Final Report.

Harvard Univ., Cambridge, Mass. Harvard Project Zero.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Oct 81
 Grant—NIE-G-78-0031

Note—25p.

Pub Type—Information Analyses (070) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Child Language, Early Childhood Education, Elementary Education, Figurative Language, Language Acquisition, Language Research, Language Skills, Literature Reviews, Metaphors, Preschool Children, Skill Development

Identifiers—Harvard Project Zero

Over a three-year period, researchers at Harvard Project Zero investigated metaphoric abilities in children, documenting the development of their metaphoric production, comprehension, and preference, as well as the interrelationships among these skills. Two other areas of literary skills that were investigated were the child's understanding of non-literal "tropes," such as irony and understatement, and the child's understanding of the role of fantasy and imagination in the construction of a fictional world. This report discusses the researchers' principal findings, placed in the context of previous work conducted in these areas of study. The first section of the report explores the development of metaphoric production including first metaphors, the decline of metaphor production in the elementary school years, and the production of analogies during the elementary school years. The second section discusses the development of metaphoric comprehension, with emphasis given to the ways children interpret metaphors and the misunderstanding of the metaphor as a problem of competence or performance. The three remaining sections explore the development of metaphoric preferences, understanding other kinds of figurative language, and understanding the role of imagination in constructing a story. Attached is a two-page reference list, along with examples of student responses to such metaphors as magical, metonymic, primitive, genuine, inappropriate, and incomplete. (HOD)

ED 207 080

CS 206 595

Books for the Teen Age, 1981.
New York Public Library, N.Y.
Pub Date—81
Note—65p.

Available from—The New York Public Library, Office of Branch Libraries, 455 Fifth Ave., New York, NY 10016 (\$3.00 1-5 copies, \$0.75 6-10 copies, \$1.00 bulk orders, add \$0.50 mailing for each order).

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adolescent Development, *Adolescent Literature, *Adolescents, Annotated Bibliographies, *Reading Interests, *Reading Materials
This annually revised bibliography lists books on subjects of special interest and appeal to teenagers. Selected by the Committee on Books for Young Adults, which is composed of librarians who work with teenagers in the New York Public Library, the approximately 1,250 titles and brief annotations are arranged under the following main headings: Here/Now; Mind's Eye: The Arts and Fiction; Science; Action, Adventure, and Other Things to Do; and the Global Village. An index of subject matter precedes the list, while an alphabetical index of titles follows it. (RL)

ED 207 081

CS 206 597

Soven, Margot
Language Analysis: Critical Reading and Writing—What's the Connection?

Pub Date—Mar 81

Note—10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (32nd, Dallas, TX, March 26-28, 1981).

Pub Type—Guides - Classroom - Teacher (052) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College English, College Freshmen, *Expository Writing, Higher Education, *Language Usage, Learning Activities, *Structural Analysis (Linguistics), Teaching Methods, *Word Study Skills, *Writing (Composition), *Writing Instruction

Identifiers—*Freshman Composition

College freshmen, when confronted with an essay question using broad concepts such as "society," "freedom," and "progress," seldom clarify or define the concepts in their essays before expressing their opinions or solutions. Students who read without interpreting the concepts implied by certain words shortchange the author, and students who write without examining the content of their propositions shortchange their audiences. Language analysis can help eliminate this problem because it specifies a set of operations that the students can learn to perform, such as generating model cases, contrary cases, and borderline cases. Students must first learn to appreciate the need for clarification. Propositions from assigned readings must be examined, after which students can be taught to devise model cases that definitely are described by the word in question. Once they begin to see the possible range of meaning implied by a word, they can return to their own propositions and evaluate them. They will also begin to recognize words in need of clarification in the literature they read. Following these guidelines, students in a one-semester course were taught language analysis skills. As a result, they demonstrated increasing skill at recognizing words in need of clarification and used this skill in preparing their essays. (HTH)

ED 207 082

CS 206 598

Sinatra, Richard

Visual Compositions and the Writing Process.
Pub Date—May 81

Note—13p.; Paper presented at the Annual Meeting of the Canadian Council of Teachers of English (14th, Vancouver, Canada, May 11-16, 1981).
Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Higher Education, Learning Problems, *Motivation Techniques, *Pictorial Stimuli, Prewriting, Reading Improvement, Secondary Education, Visual Stimuli, *Writing (Composition), *Writing Instruction, Writing Skills

Identifiers—Reading Writing Relationship, *Visual Compositions, Writing Difficulties

Reading and writing teachers can use visual compositions—a grouping of pictures, photos, or slides

suggesting a unified story or theme—to help students understand style and organization in writing. Students who are categorized as language deficient, have difficulty with invention, or are influenced in language learning by visual/spatial input are likely to benefit most from visual stories. During the first visual presentation, students should be asked to write a thematic sentence expressing a central meaning and providing a point of view for their developing theme. During the second viewing, students should write individual sentences based on each picture. Once students understand the relationship between a particular organizational structure and their own writing, they can read assignments organized in a similar way. The reading selection will be easier to visualize since students can now compare it to a concrete referent in their experience. The visual composition arrangements provide both concrete experiences to stimulate student writing and a nonverbal means of teaching the internal structure of discourse. (An outline illustrating how seven visual composition arrangements can influence the writing and understanding of corresponding styles in written language is included.) (HTH)

ED 207 083

CS 206 600

Lindell, Ebbe

Six Reports on Free Writing: A Summary of the FRIS Project. "Didaktometry" No. 61.
School of Education, Malmö (Sweden). Dept. of Educational and Psychological Research.
Pub Date—Oct 80

Note—56p.; Some tables may not reproduce due to small print.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Child Language, Elementary Education, Foreign Countries, *Language Acquisition, *Language Research, Language Skills, Sex Differences, Socioeconomic Influences, Writing Evaluation, Writing Instruction, *Writing Research, Writing Skills

Identifiers—*Free Writing, *Sweden

This report summarizes six studies that examined the work of the Swedish Free Writing in School (FRIS) project, which followed the language development of 191 elementary school students from different socioeconomic areas over a three-year period. Following a brief description of the project, the report discusses each of the six studies, which deal with pupils, essay themes, and language analysis; the development, description, and assessment of language; sex, home, and school differences in language; the language of creativity; child and adult language; and stimulation before free writing. Among the main findings of the studies reported are the following: (1) a significant linguistic development took place between grades four and six; (2) ratings could be predicted by a few simple facts from the essays, including number of different and unusual words and of punctuation marks used; (3) sex differences existed and tended to increase during the intermediate stage, with girls having higher productivity than boys; (4) differences existed between social groups in grade four, but almost disappeared in grade six; and (5) comparisons between adult and child language confirmed that vocabulary is important. (FL)

ED 207 084

CS 206 602

Frith, Uta

Cognitive Processes in Spelling and Their Relevance to Spelling Reform.

Pub Date—81

Note—13p.; Paper presented at the Annual Meeting of the International Conference on Reading and Spelling (3rd, Edinburgh, Scotland, July 31-August 3, 1981).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cognitive Processes, Educational Technology, Elementary Secondary Education, *Epistemology, Phoneme Grapheme Correspondence, Phonics, Reading Processes, *Spelling, *Spelling Instruction, Writing Processes

Identifiers—*Reading Writing Relationship

Cognitive psychology has provided an information processing model that distinguishes between input processes such as listening to speech or reading and output processes such as speaking or writing. It is useful for spelling reformers to consider reading (input) and writing (output) processes separately, because the demands of the reader and of the writer are, to a large extent, incompatible. The

writer might wish to use a sound-to-letter strategy, possibly an individual shorthand. On the other hand, the reader may find phonetic or shorthand writing very demanding since reading rarely uses a letter-to-sound strategy. Readers tend to rely on a variety of cues present in conventional English orthography. These cues may relate directly (visually rather than phonologically) to the meaning, origin, and syntactic function of words. As seen from this point of view, a purely phonetic spelling reform would favor only the writer and penalize the reader. An ideally efficient communication system for written language would have to allow for the different requirements of the reader and writer. One solution would be a device that could be linked to a keyboard or writing pad and transform input written phonetically or in individual shorthand into output that would appear on screen or in print as widely readable copy and that could be programmed to give as much graphic and orthographic information as is desirable. (Author/HOD)

ED 207 085

CS 206 603

Wessels, Kathy

Producing Classroom Authors: Grades K-6.
Illinois State Board of Education, Springfield.

Pub Date—81

Note—24p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Editing, Elementary Education, Peer Evaluation, *Student Writing Models, Writing Evaluation, *Writing Exercises, *Writing Instruction

Identifiers—Audience Awareness, *Bookmaking, *Revision (Written Composition)

Intended to help students improve their written work by their active involvement and by their interest in investing the time and energy necessary to create a finished product of quality, this booklet presents a structured process that teaches children to progress from a draft to a "published" stage, through individual editing, peer editing, conferring with the teacher, and using other skills of revision. After a brief introduction, the booklet discusses the following steps in the writing process: (1) preparing rough copy; (2) editing for spelling, punctuation, and capitalization; (3) revising—expanding details, ideas, and descriptions; (4) paragraphing; (5) making a cover; (6) preparing the final copy; and (7) displaying the books in the classroom. The latter portion of the booklet describes four sessions for training student editors and contains a "publishing" schedule. (HTH)

ED 207 086

CS 206 605

Hassencahl, Fran

Persecutors, Victims and Rescuers in Harlequin Romances.

Pub Date—Oct 80

Note—20p.; Paper presented at the combined Annual Meeting of the Midwest Popular Culture Association and the Midwest American Culture Association (Kalamazoo, MI, October 23-25, 1980).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Characterization, *Content Analysis, *Fiction, Interaction Process Analysis, *Paperback Books, *Role Models, *Stereotypes
Identifiers—*Harlequin Romances

Based on a pattern of interaction, in which the interactants fulfill the roles of victim, persecutor, or rescuer, a study of ten Harlequin romantic novels was undertaken to determine what factors provided for the readers' identification with the Harlequin characters. It was found that Harlequin heroines manifested their status as victims by suffering from inferiority complexes and a lack of control over their emotions, and that the majority performed low status, traditionally female jobs, waiting for a man to rescue them, all of which reinforce the notion that for a woman, fulfillment comes from having a man rather than a career. It was also found that the Harlequin hero alternated between being a persecutor and being a rescuer. All were handsome, wealthy, powerful, single, older, sexually experienced, and in control of their emotions. The heroes often failed to notice the heroines' efforts to please them and tended to be condescending and insulting, preying on the heroines' inferiority complexes. Inevitably, the hero rescued the heroine from some accident or disaster, usually of the heroine's making. The hero never doubted that he would capture and tame the heroine's heart. The study concluded that the major

issue in these stories was one of power and control, and that the roles of victim, persecutor, and rescuer exist in real life and are reinforced by the role models provided in the Harlequin stories. (HTH)

ED 207 087 CS 503 248

Robinson, Sandra G.
Choosing a Color Television System.
Pub Date—May 80

Note—23p.; Paper presented at the Annual Meeting of the International Communication Association (31st, Acapulco, Mexico, May 18-23, 1980).
Pub Type—Information Analyses (070)—Opinion Papers (120)—Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Broadcast Industry, *Broadcast Television, *Color, *Consumer Economics, Decision Making, *Equipment Standards, *Technological Advancement

Identifiers—Federal Communications Commission, *Television History

Social thinkers in the United States do not recognize that technology is a result of conscious decisions that directly reflect the social order, and, therefore, have an impact upon American life that goes beyond the technological development itself. The decision by the Federal Communications Commission (FCC) in 1954 established standards for color television systems in the United States that were consciously created by the corporate interests of the electronics industry. The process by which this decision was reached further demonstrates the ways in which technological choices are dominated by the corporate goals of a capitalistic economy, rather than by the needs of the public. Indeed, beyond personal connections, corporate relations among the giants of the television industry have an extensive history. A committee was called together in 1950 to draw up standards for color television that would be compatible with the black and white sets already in use. However, before the color standards were established, the FCC approved a CBS field sequential color system that was noncompatible. The final FCC decision on color standards can be seen as the result of efforts exerted by television industry representatives to increase sales of television sets and to create a larger consumer market for television. What is gained by this integrated examination of an aspect of television history is new insight into the complex manner by which such technology is produced and the extent of its further implications. (HOD)

ED 207 088 CS 503 396

Fowler, Mark S.
Remarks of Mark S. Fowler, Chairman, Federal Communications Commission.
Pub Date—June 81

Note—22p.; Papers presented at the Meetings of the International Communications Association Telecommunications Conference '81 (Washington, DC, June 1, 1981) and the Oregon Association of Broadcasters (Newport, OR, June 12, 1981). Best copy available.

Pub Type—Speeches/Meeting Papers (150)—Information Analyses (070)—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Broadcast Industry, *Federal Regulation, *Management by Objectives, Management Systems, *Public Agencies, Radio, *Telecommunications, Television

Identifiers—*Federal Communications Commission

This paper contains transcripts of two speeches given by the chairperson of the Federal Communications Commission (FCC) outlining his philosophy concerning the function of that agency and its relationship to the telecommunications industry. The first transcript discusses the primary management objectives identified by the FCC as follows: (1) to create an unregulated, competitive marketplace environment for the development of telecommunications; (2) to eliminate unnecessary regulations and policies; (3) to provide service to the public in the most efficient, expeditious manner possible; (4) to promote the coordination and planning of international communication that assures the vital interests of the American public in commerce, defense, and foreign policy; and (5) to eliminate government action that infringes on the freedom of speech and the press. The second transcript discusses the need for eliminating excessive regulation of the broadcast industry, specifically those regulations that limit the development of program material for new media, such as cable television; limit the industry's ability

to diversify by expanding into ownership of new technologies; require the strict examination of a licensee's character and actions; and restrict the airing of viewpoints as the broadcaster sees fit. (FL)

ED 207 089 CS 503 414

O'Rourke, Sean Patrick
The Small Claims Court: An Argumentative Instructional Alternative.
Pub Date—Feb 81

Note—40p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (San Jose, CA, February 14-16, 1981).
Pub Type—Information Analyses (070)—Guides - Classroom - Teacher (052)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Court Doctrine, Court Role, *Courts, *Evaluation Criteria, Higher Education, *Legal Education, *Persuasive Discourse, *Speech Communication, *Speech Curriculum

Identifiers—*Small Claims Courts

This paper explores the small claims court as an alternative forum for the instruction of argumentation and suggests a possible format of a course utilizing such a concept. The first section of the paper offers a short history of the small claims court. The second section contains a course syllabus outlining the format of an argumentation course built around the small claims system. The third section is an analysis of the application of certain aspects of argumentation theory in the small claims setting. Examples of assignments and review questions are appended. (RL)

ED 207 090 CS 503 415

Broome, Benjamin J.
The Expression of Differences in Intercultural Encounters.
Pub Date—May 80

Note—40p.; Paper presented at the Annual Meeting of the International Communication Association (29th, Acapulco, Mexico, May 18-23, 1980).
Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Attitude Measures, *Communication (Thought Transfer), *Communication Research, *Cultural Differences, Cultural Influences, *Interpersonal Relationship

Identifiers—*Intercultural Communication

Participants in an intercultural encounter bring with them differences in values, beliefs, attitudes, and world views. The communication of these differences often results in threatening and defensive behavior. The facilitating attitudes of open-mindedness and nonevaluation promote understanding and a respect for differing experience and perspectives rather than arouse defensiveness. Although these attitudes may be somewhat "universal," the type of messages that are appropriate for communicating these attitudes may vary from culture to culture. A study proposed that the use of open expression encourages responses that are oriented more to understanding the other's viewpoint than defending one's own. Three conditions were used to test the hypothesis: nonopen, open personal, and open nonpersonal. Ninety college students were randomly assigned to one of the three conditions and instructed to read what was supposedly an excerpt from tapes made in the laboratory of American and foreign students discussing their roommate problems. All statements were criticisms of some aspect of American life made by the foreign students. The results of a follow-up questionnaire strongly suggested that the expression of differences in intercultural encounters is received in a less defensive manner when the speaker takes personal responsibility for, states the origin of, and cites behavioral evidence for the feelings and perceptions. (HOD)

ED 207 091 CS 503 530

von Raffler-Engel, Walburga
The Ontogeny of Communication.
Pub Date—June 81

Note—24p.; Paper presented at the Annual Meeting of the International Summer Institute for Semiotic and Structural Studies (2nd, Nashville, TN, June 1-26, 1981).

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavioral Science Research, *Body Language, Child Development, Infant Behavior, *Language Acquisition, Nonverbal Communication, *Paralinguistics, *Parent Child Relationship, *Prenatal Influences, Semiotics, *Speech Com-

munication

Developmental kinesics is the acquisition of non-verbal conversational behavior by the child. Semiotics is the study of what behavior means. Together they express the relationship of content and expression. Physiologically, verbal language and paralinguistics represent the vocal-auditory mode, while kinesics represents the gestural-visual mode. Content is expressed verbally, paralinguistically, and nonverbally. Vocal and kinesic behavior develop jointly to express the first communicative function, which is affect. The acquisition of the emotive function of communicative behavior is vital for two reasons: (1) it is the first function to be acquired by the child while still in the interuterine stage; and (2) it is the most important communicative function in the organization of human society and the preservation of culture. The question arises as to whether a communicative system composed of gesticulation and paralinguistics is operant before the advent of verbal language and kinesics. In fact, the interaction is verbal and nonverbal from the start. Prenatal interaction between mother and child facilitates neonatal adjustment to the outside world, enculturates the child into society, and prepares the child for the acquisition of adult language. (HOD)

ED 207 092 CS 503 537

Neer, Michael R., Ed.
Small Group Communication in the 1980's.
Communication Association of the Pacific,
Honolulu, Hawaii.

Pub Date—May 81

Note—162p.

Journal Cit—Communication; v10 n2 May 1981
Pub Type—Collected Works - Serials (022)—Information Analyses (070)—Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Activism, *Communication Research, *Communication Skills, *Decision Making, *Group Behavior, Group Dynamics, Group Therapy, Higher Education, Interpersonal Relationship, Leadership, Leadership Qualities, *Power Structure, Problem Solving, *Research Needs, Speech Communication

Identifiers—*Small Group Communication

This special edition of "Communication" brings together the work of nine leading scholars of small group communication. The following topics are discussed: (1) small group communication research in the 1980s; (2) unanswered questions in research on communication in the small group; (3) emerging trends in small group research; (4) structure in group decision making, with implications for future research; (5) issues for teaching and research associated with problem-solving discussions in small groups; (6) consensus in small groups; (7) a formative investigation of power and communication behavior; (8) the therapy group as rhetorical experience; and (9) Japanese student protest as a rhetorical movement. (RL)

ED 207 093 CS 503 550

King, Christopher R.
Gestures of India: A Study of Emblems among Punjabi Residents of Canada.
Pub Date—May 81

Note—42p.; Paper presented at the Annual Meeting of the International Communication Association (31st, Minneapolis, MN, May 21-25, 1981).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adults, *Body Language, *Communication Research, *Cross Cultural Studies, *Cultural Differences, *Cultural Interrelationships, Foreign Countries, *Indians, Nonverbal Communication

Identifiers—Canada, *Gestures, India

Based on the theoretical concepts and research methodology of Paul Ekman and Wallace Friesen, a study examined the emblems (gestures with exact verbal meanings) of Punjabi (India) immigrants in Canada. A limited repertoire of 63 emblems was elicited from nine Punjabi informants and then shown to nine Canadian citizens and one United States citizen, all of European descent. The results supported the general conclusion of Ekman and Friesen that pan-cultural emblems tend to refer to body functions and the simplest human activities, while culture-specific emblems tend to refer to more complex human activities. (A list of the 63 emblems is included, with descriptions of the emblems, their meanings, the domains in which they are used, comments from the Punjabi informants, and the degree

to which the emblems were understood by the Canadian and United States Citizens.) (RL)

ED 207 094 CS 503 560

Hochheimer, John L. Courtney, Judith A.
Keep Your Eye on the Moving Target: Planning Mass Media for Public Health Interventions.
Pub Date—May 81

Note—28p; Paper presented at the Annual Meeting of the International Communication Association (31st, Minneapolis, MN, May 21-25, 1981).

Pub Type—Opinion Papers (120) — Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Advertising, *Information Dissemination, *Intervention, *Mass Media, *Media Selection, *Public Health, Publicity, Radio, Television

Identifiers—Audience Awareness, *Media Campaigns, Media Use

Social scientists who begin a public health education intervention by surveying the literature would be hard-pressed to find guidance about what to do and what to avoid when planning the media strategy of their campaign. What is needed is a media strategy to develop the greatest control possible over community exposure to the messages of the campaign. The planner is confronted with a number of factors and decisions when planning a media campaign: different media have different capabilities, many radio and television stations frequently run public service announcements when they cannot sell commercial time, different people use different media at different times, and the audience may be fragmented. Two current public health interventions that demonstrate well-constructed mixes of available media are the California Alcohol Problems Prevention Demonstration Project and the Stanford Heart Disease Prevention Program Five-City Project. The two approaches—one with the luxury of a sizable campaign budget and another with a minimum of funds—can provide models for planning the use of various media that should be at the planner's disposal. In any case, audience delivery can always be estimated, given access to the appropriate resource materials. For example, audience use across media can be determined through a standardized process of computing multiple ratings and then eliminating duplication of people who utilize more than one medium. Through judicious planning, as well as with the cooperation of the media, both broadly based and specifically focused media strategies are achievable. (HOD)

ED 207 095 CS 503 561

Hosman, Lawrence A. Tardy, Charles H.
The Implications of Multiple Dimensions of Self-Disclosure for the Nature and Functions of Reciprocity in Initial Interactions.
Pub Date—May 81

Note—27p; Paper presented at the Annual Meeting of the International Communication Association (31st, Minneapolis, MN, May 21-25, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Students, *Communication Research, *Disclosure, Higher Education, *Interaction, *Interaction Process Analysis, *Interpersonal Competence

Identifiers—*Interpersonal Communication, Intimacy, *Reciprocity

A review of the literature on reciprocal self-disclosure indicates that scholars have limited their investigations to one aspect of disclosure—intimacy—while recent research suggests that disclosure is a multidimensional phenomenon. A study was conducted to assess the possibility of reciprocation of intimacy, amount, and valence (positive or negative nature) of disclosure. From this assessment, six combinations emerged: (1) intimacy/intimacy, (2) intimacy/amount, (3) amount/amount, (4) intimacy/valence, (5) amount/valence, and (6) valence/valence. The relationship between these forms of reciprocity and evaluations of personality and communication competence as well as uncertainty reduction were then investigated using 126 college students. The subjects were asked to get acquainted with a new classmate and then to complete self-report measures of disclosure and evaluation. The results of a canonical correlation indicated that two forms of reciprocity resulted in positive evaluations of communicative competence: intimacy/amount and intimacy/valence. (FL)

ED 207 096

Ritter, Kurt Gibson, James

The Quality of the 1980 Presidential Forums: A "Revisionist" Position on Presidential Debates.
Pub Date—Feb 81

Note—20p; Paper presented at the Annual Meeting of the Western Speech Communication Association (San Jose, CA, February 14-17, 1981).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Debate, *Discourse Analysis, Elections, Persuasive Discourse, *Politics

Identifiers—*Presidential Candidates, *Presidential Debates

Using preliminary data from studies of the 1980 debates between the presidential candidates, this paper responds to the argument that presidential debates are not debates at all but rather "joint news conferences." The paper first contends that the encounters of the candidates were "real" debates since they conformed to the definition of debate as an event in which two or more advocates present conflicting positions on a proposition in a series of alternating presentations. The paper next analyzes the performance of the members of the press who served as panelists during the debates and concludes that their performance limited the quality of the debates. The paper then suggests that the quality of the debates also suffered because of the restraints on the modes of arguing that are imposed on an incumbent president. (FL)

ED 207 097

Steeves, H. Leslie

Coorientation Time Trends in a Small Group.
Pub Date—May 81

Note—74p; Paper presented at the Annual Meeting of the International Communication Association (31st, Minneapolis, MN, May 21-25, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Attitude Change, Attitude Measures, Behavioral Science Research, Behavior Patterns, *Communication Research, Cooperation, *Coordination, *Goal Orientation, Graduate Students, *Group Behavior, *Group Dynamics, Higher Education, Trend Analysis

Four coorientation variables—congruency, accuracy, agreement, and feelings of being understood—were examined after each of 15 meetings of a discussion group composed of 12 graduate students in education. It was hypothesized that group members' accuracy and agreement regarding salient group issues would increase over time, and that congruency and feelings of being understood would begin at a relatively high level, decrease in early sessions, then increase throughout remaining sessions. Trend analysis revealed trends similar to those predicted, but the small amount of variance accounted for by the trends and a qualitative examination of group events suggested an impact of variables other than time spent communicating on coorientation change. Accuracy began low and increased somewhat linearly throughout the semester. Congruency began relatively high, dropped quickly, increased steadily, and then decreased at the end of the semester. The trend in feelings of being understood was difficult to interpret, probably due to the measure's relative abstractness. Analyses of the dependent variable accuracy revealed the unexpected finding that agreement accounted for about 7% of the variance, while "session" (time), congruency, and feelings of being understood accounted for less than 1% each, thereby implying that early agreement/disagreement may affect later accuracy/inaccuracy. (RL)

ED 207 098

Gibson, Dirk

Hale Boggs on J. Edgar Hoover: Rhetorical Choice and Political Denunciation.
Pub Date—May 81

Note—20p; Paper presented at the Annual Meeting of the International Communication Association (31st, Minneapolis, MN, May 21-25, 1981).

Parts of report are marginally legible.
Pub Type—Speeches/Meeting Papers (150) — Reports - General (140)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Discourse Analysis, *Persuasive Discourse, Rhetoric, Speech Communication, *Speeches

Identifiers—*Boggs (Hale), Federal Bureau of Investigation, *Hoover (J Edgar), House of Rep-

CS 503 572

representatives, Senate

This paper examines United States Representative Hale Boggs's 1971 speech on the House floor, in which he denounced J. Edgar Hoover and the Federal Bureau of Investigation (FBI) for wiretapping members of Congress and infiltrating campus student groups. Following an introduction to the objectives of the paper, the first section reviews Boggs's academic and political career, giving some insight into his personality. The second part discusses the nature of Boggs's 1971 speech and the accuracy of the charges he leveled against Hoover and the FBI. The third part of the paper examines Boggs's motives for denouncing Hoover, speculating as to whether he personally had become a victim of the FBI surveillance that he had denounced and elaborating on Boggs's feelings toward Hoover. In the fourth part, the paper describes the reactions of the House and Senate and of Mr. Hoover to Boggs's allegations. The paper concludes that the object of Boggs's speech was to stir Congress to investigate the FBI in protection of the Bill of Rights, and that the brief but intense rhetoric of his speech was successful. (HTH)

ED 207 099

Gentile, John Samuel

19th Century Roots of Modern Interpretation

Theory: Dickens as a Platform Performer.
Pub Date—Apr 81

Note—15p; Paper presented at the Annual Meeting of the Central States Speech Association (Chicago, IL, April 9-11, 1981).

Pub Type—Reports - General (140) — Speeches/Meeting Papers (150) — Historical Materials (060)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Characterization, *English Literature, *Nineteenth Century Literature, *Oral Interpretation, Readers Theater

Identifiers—*Dickens (Charles), *Elocution

Charles Dickens was not only a master novelist but was also a master in the art of performance. His distinctive reading style was in marked contrast to the standard practices of mid-nineteenth century elocution, but his unique readings and performance philosophy closely resemble the text-centered approach of modern oral interpretation. Considered by many of his contemporaries to be the outstanding solo reader, Dickens aspired to be an actor, which enabled him to create the many memorable characters in his writing. When he read his works, it was his characterization that won the critics' acclaim. His physical gestures were accentuated by gaslight and an unobtrusive backdrop. He also employed vocal variations in pitch, regional dialects, and even the imitation of speech impediments to present his characters as faithfully as conceived in print. In Dickens's time, elocution, or the study of articulation, modulation, and inflection, was prescribed in instituted lessons and exercises. The omission of characterization in elocutionist texts makes Dickens a pioneer in the history of interpretation. His innovations are now common practice in the field of interpretation: the recent movement toward greater physicality makes interpretation actually closer to Dickens's style than was true earlier in this century. (HTH)

ED 207 100

Dege, Dolores Bolon

Format and Evaluation of the Cross-Cultural Component of a Foreign Teaching Assistant Training Program.
Pub Date—May 81

Note—16p; Paper presented at the Annual Meeting of the International Communication Association (31st, Minneapolis, MN, May 21-25, 1981).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Classroom Communication, Communication Problems, Course Descriptions, *Course Evaluation, *Cross Cultural Training, *Foreign Students, Graduate Students, Higher Education, Speech Communication, Teacher Education, *Teacher Improvement, *Teaching Assistants

Identifiers—*Intercultural Communication

This report describes a classroom communication training program for foreign teaching assistants (FTAs) developed at the University of Minnesota in response to evidence that the FTAs were the subject of criticism and complaints because of poor communication abilities in their classes. The first two sections of the paper discuss the background to the

CS 503 575

project and the design and development of the course. The third section reports the results of the FTAs' evaluation of the cross-cultural component of the program during the first year of the course, including the 12 questions on the survey. This is followed by a section describing the subsequent changes implemented in the program, and the results of the FTAs' evaluation of the cross-cultural component of the program for the second year. The paper concludes with a summary of the two evaluations, discussing the factors responsible for the more favorable second-year evaluation and presenting some suggestions for further changes in the format of the course. (HTH)

ED 207 101 CS 503 585

Klopf, Donald W. Cambra, Ronald E.
Developing an Introductory Speech Course Based on Student and Community Needs.

Pub Date—Jun 81

Note—17p; Paper presented at the Meeting of the Communication Association of the Pacific-Japan Conference (Nagasaki, Japan, June 20-21, 1981).

Pub Type—Guides—Classroom—Teacher (052)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Communication Skills, Course Descriptions, Discussion, *Education Work Relationship, Higher Education, Interpersonal Competence, Interviews, Introductory Courses, *Job Skills, Organizational Communication, Public Speaking, *Speech Communication, *Speech Curriculum

The communication habits of Americans have been studied by many researchers and the results of their studies support the general conclusions that the average adult spends a large portion of his or her waking hours in oral communication activities. Since communication plays such a large role in the average student's life, communicating effectively ought to pay off in better classroom performance and higher grades—but being an effective communicator also should bring an even bigger pay-off in the student's career. The basic speech course at the University of Hawaii is based on an understanding of what the occupational environment demands in terms of employee speaking skills. The course teaches four sets of skills that are critical to effective oral communication: interpersonal skills, interviewing skills, discussion skills, and public speaking skills. The course takes students through a series of oral performances, beginning with the least fear arousing, an interview, and ending with the most fear arousing, public speaking performances, covering group discussions along the way. This practical approach does not negate or play down the important role speech plays in the family or in the social setting, rather the approach attends to the skills immediately useful in the classroom and later in job performance. (HOD)

ED 207 102 CS 503 587

Ishii, Satoshi. And Others

Communication Practices in the Educational Environment in the United States.

Pub Date—Oct 81

Note—9p; Paper presented at the Annual Meeting of the Japanese Association of Current English (Nagoya, Japan, October 3-4, 1981).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Classroom Communication, *Communication Research, Communication Skills, *State Surveys, *Teacher Behavior, *Teacher Education, *Teaching Skills

Identifiers—Hawaii

The communication practices and training in communication activities of classroom teachers in Hawaii were examined by surveying 370 elementary, intermediate, and secondary school teachers in Hawaii. The results supported the claims that the classroom constitutes an ongoing communication event composed of varied speech activities and that the teachers engage in a variety of speech activities in the typical school week. The data revealed that the teachers devoted a mean number of 38.4 hours per week to oral activities, focusing particularly on lecturing, giving instructions, making assignments, asking/answering questions, conducting class discussions, and appraising student performances. A majority of the teachers acknowledged training in these six oral activities and little or no training in the other six activities that were surveyed. A good share of those who took a college speech course had taken a general course in the basics open to all under-

graduates but not a course specifically designed for teacher trainees. The conclusion reached from these results was that a significantly large population of practicing classroom teachers in Hawaii have had little or no training in the oral communication theory and skills needed for classroom use. (RL)

ED 207 103 CS 503 589

Kwiatk, Kathy Krendl. Clarke, Peter

Communicating Innovations Via Television: A Study of Learning Within a Social Context.

Pub Date—May 81

Note—34p; Paper presented at the Annual Meeting of the International Communication Association (31st, Minneapolis, MN, May 21-25, 1981).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Cable Television, *Change Strategies, *Communication Research, *Delivery Systems, Educational Change, Educational Environment, *Educational Innovation, Elementary Education, Elementary School Teachers, *Information Dissemination, Inservice Teacher Education, Organizational Change, Television Viewing

Identifiers—*Interactive Cable System

Both interactive (two-way) and traditional (one-way) television programs on new ideas about teaching were made available to teachers in a study of using cable television as a delivery system for diffusing new ideas in schools. Teachers of grades one through six in 41 schools were interviewed before and after a full year of using the interactive and traditional television programs. The participating teachers taught (1) 14 schools with interactive cable facilities, (2) 12 schools with conventional one-way cable television, and (3) 15 schools that received neither of the televised inservice programming notes but which continued traditional inservice training sessions. In addition to their experience with and evaluations of the cable programming, the teachers responded to questions about their teaching experience, job satisfaction, level of commitment to a teaching career, and new ideas they had encountered about teaching. The findings suggested that characteristics of the individual organization (such as the level of agreement among staff about good teaching and the amount of communication within the organization about new ideas) played important roles in the diffusion and implementation process. Presence of both interpersonal and technological interaction had positive effects on learning and implementing new ideas. The study produced a strong argument for considering variables related to the viewing situation—such as coviewer interaction—and structural characteristics of communication patterns within existing groups. (RL)

ED 207 104 CS 503 590

Salem, Philip

For the Primacy of Speech Communication in Organizational Communication.

Pub Date—Dec 77

Note—34p; Paper presented at the Annual Meeting of the Speech Communication Association (63rd, Washington, DC, December 1-4, 1977).

Pub Type—Information Analyses (070)—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Communication Research, Higher Education, Literature Reviews, Models, *Organizational Communication, Research Methodology, Research Needs, *Speech Communication, Theories

Based on a review of all organizational communication research published in 33 professional journals between 1966 and 1978, this essay describes the current status of the investigation of organizational communication. The first part of the essay is organized around Elwood Murray's model of a discipline and employs the typologies suggested by G. Goldhaber in 1974 and F. Kast and J. Rosenzweig in 1970. It examines (1) the internal/external, formal/informal, verbal/nonverbal, dyad/small group/public, and network domains of organizational communication research; and (2) the organizational units that have been studied, which include goals, structure, technology, psycho-social systems, and management. This first section concludes with the observation that organizational communication research is a maturing area of study that has not yet satisfied the criteria for calling it a discipline. The second half of the essay reviews salient features of the classical study of speech communication—

including domain, theory, research methods, application, and ethics—and notes that the emerging discipline of organizational communication has much to gain by employing these features of the classical model. (RL)

ED 207 105 CS 503 592

Wells, Gordon

Language and Learning: Talk between Adults and Children at Home and at School.

Pub Date—Jul 80

Note—14p; Paper presented at the Annual Meeting of the International Congress of Psychology (22nd, Leipzig, German Democratic Republic, July 1980).

Pub Type—Reports—Descriptive (141)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Child Language, Communication Skills, *Family Environment, *Language Acquisition, Language Research, *Parent Child Relationship, Prereading Experience, Preschool Children

Identifiers—*Conversation

Several conclusions about child language were drawn from the data collected during the Bristol longitudinal study, "Language at Home and at School": (1) the amount of speech that adults address to their children is significantly associated with the children's rate of progress; (2) although many topics are introduced by parents, an equal if not greater number of sequences is initiated by their children; (3) the child contributes few utterances with propositional content that can be extended and, conversely, the child who frequently initiates topics that interest the adult will be more likely to elicit speech from which the child can learn; (4) the form of the conversation depends not only on the topic but also on the purpose of the participants; and (5) the presence of other children has an effect on the content and structure of the conversations. It was also determined that those children who already have some understanding of the purpose and organization of written language upon entering school are likely to have achieved a higher level of attainment two years later. This tended to be associated with the place and value of literacy in the everyday lives of the parents, which in turn is associated with their own educational and occupational status. Where this familiarity is absent, children are at a disadvantage, both because they lack skills that are important for learning in school and because this lack affects the ways in which their teachers interact with them. (HOD)

ED 207 106 CS 503 593

Yoder, Donald D. Hugenberg, Lawrence W.

A Survey of In-Service Teacher Training Programs for Graduate Teaching Assistants in Basic Communication Courses.

Spons Agency—Ohio State Univ., Columbus. Dept. of Communication.

Pub Date—Nov 80

Note—24p; Paper presented at the Annual Meeting of the Speech Communication Association (66th, New York, NY, November 13-16, 1980).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Communication Research, Educational Research, *Graduate Students, Higher Education, *Inservice Teacher Education, *School Surveys, *Speech Communication, *Teaching Assistants, Undergraduate Study

Because many college communication departments employ graduate teaching assistants (GTAs) to provide instruction in undergraduate courses, a study was conducted to determine how much inservice training departments provide their GTAs to prepare them for effective teaching. A questionnaire was completed by 136 speech communication departments across the United States with 15 items designed to elicit information on the nature of their graduate teaching assistant program and on the depth and content of their GTA training. The results of the survey indicated that GTAs were assigned to classes based on the enrollment needs of the courses and taught hundreds of students each term, primarily in a lecture/recitation format. Although the GTAs assumed a great deal of responsibility in planning their teaching activities, the training they received consisted mostly of staff meetings and course orientations, which would be adequate for those GTAs with several years of teaching experience. However, as shown by the survey, the majority of GTAs had less than one year's

teaching experience. Most GTAs received feedback from the faculty and students, but nearly one-fourth were not observed by the faculty in the classroom, and one-third were never given feedback from the faculty in appraisal interviews. The study concluded that it is the departments' responsibility to improve their training of GTAs. (HTH)

ED 207 107 CS 503 594

Tomita, Machiko McDowell, Earl
Teaching Assistants' Perceptions of Formal and Informal Communications with Students.

Pub Date—May 81

Note—24p.; Paper presented at the Annual Meeting of the International Communication Association (31st, Minneapolis, MN, May 21-25, 1981).
Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Communication (Thought Transfer), *Communication Research, Higher Education, *Interpersonal Relationship, Questionnaires, *Self Concept, Self Evaluation (Individuals), Sex Differences, *Sex Role, *Student Teacher Relationship, *Teaching Assistants

This study was designed to determine teachers' perceptions of their informal and formal communications with students and to determine if the biological sex and the psychological sex of teachers were salient variables to understand differences among groups on dependent measures. A four-page questionnaire consisting of Bem's Sex Role Inventory, an Unwillingness-to-Communicate Scale, and content and presentation scales were sent to 151 teaching associates. Results were somewhat misleading as both males and females were found to view themselves positively in terms of interpersonal and formal communications. Other findings showed teachers to be more confident in formal communications with students, and the androgynous and masculine teaching associates to be rated higher than other psychological sex groups on dependent measures. Overall, the results revealed that teachers have positive perceptions of their communication with students. (HOD)

ED 207 108 CS 503 595

Salem, Philip
Teaching Organizational Communication: Course and Program Considerations.

Pub Date—Dec 77

Note—20p.; Paper presented at the Meeting of the Texas Speech Communication Association (Washington, DC, December 1-4, 1977).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Course Content, *Course Organization, *Curriculum Design, Curriculum Development, Higher Education, *Organizational Communication, *Speech Communication, *Speech Curriculum, Speech Instruction, Textbook Selection

Most speech communication curricula have room for only three organizational courses: (1) business and professional speech communication (B and P), usually offered to freshmen and sophomores; (2) an introduction to organizational communication, presented to sophomores and upper-class students; and (3) a seminar in organizational communication, for upper-class and graduate students. These courses are prototypes that can provide educators with some criteria for deciding the kind of course best suited to their own curriculum. The first consideration must be the students. For example, if the students are viewed as prospective employees unable to conduct the employment interview, the B and P course should be considered. Or, if the students will be managers or supervisors, the introductory course would be more appropriate. Careful consideration should also be given to the selection of textbooks and the educational background of the instructor. The B and P course could be added to most curricula without major risk, although additional courses, such as the introductory course, lead to the emergence of several factors that can be either opportunities or problems. Before adding the introductory course, the department needs to determine the extent to which the course should be centered around speech communication, how it will fit into the departmental and university curriculum, the effort it will take to teach the material fairly, and the qualifications of the faculty. (HOD)

ED 207 109 CS 503 596

Powers, William G. Gonzales, M. Christina
Communication and Noncompliance: An Axiomatic Framework.

Pub Date—May 81

Note—16p.; Paper presented at the Annual Meeting of the International Communication Association (31st, Minneapolis, MN, May 21-25, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Communication (Thought Transfer), *Communication Problems, Communication Research, Communication Skills, Credibility, Interaction, *Interpersonal Competence, Nonverbal Communication, *Physician Patient Relationship, *Physicians, Verbal Communication
Identifiers—*Communicator Style, *Compliance (Behavior)

Patient noncompliance with medical advice is of major concern to physicians. Although many do not consider compliance their responsibility, research studies indicate that physicians can control many of the variables influencing compliance. Physicians' verbal and nonverbal communication habits that convey directiveness, coldness, complexity, and inflexibility can be changed to improve patient compliance. Numerous studies on verbal and nonverbal communication between patients and physicians indicate three axioms: (1) the lower the physician's communication fidelity (interruptions, use of jargon), the higher the noncompliance of the patient; (2) the lower the physician's positive effect (whether the patient "likes" the physician), the higher the noncompliance of the patient; and (3) the lower the physician's credibility, the lower the patient's compliance. In light of the deleterious impact of low communication fidelity, relational affect, and perceived credibility on the issue of compliance, efforts must be made to alter the present state of affairs. Communication oriented coursework for medical students should be augmented to include intensive study in interpersonal communication. Hospitals should offer special workshops, where doctors could be shown the barriers they create during interaction with patients and which would have a positive impact on physicians' communication quality and style. (HTH)

ED 207 110 CS 503 597

Pacanowski, Michael Anderson, James A.
Cop Talk and Media Use.

Pub Date—May 81

Note—22p.; Paper presented at the Annual Meeting of the International Communication Association (31st, Minneapolis, MN, May 21-25, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Communication Research, *Discourse Analysis, *Language Usage, Mass Media, Media Research, Novels, *Police, Social Attitudes, Stereotypes, Television, *Work Attitudes
Identifiers—*Media Role, Media Use

As part of a research project studying ways in which police "culture" is socially constructed and displayed in police talk, six members of a research team rode on patrol with officers of a small community police department, during all three shifts, for a period of four months. Conversations during the rides were recorded. Analysis of the conversations revealed many references to the mass media, indirectly disclosing media use. These observations in the social context of police work revealed three expressions of media use: (1) nicknames for officers drawn from the media were used to describe the irony and conflict police officers felt about themselves and their colleagues in relation to their community and society; (2) the police officers consistently used media expressions, specifically those from police novels, as a dramatic authentication of the value of police work; and (3) negative references to television police shows occurred frequently in explanations of the "real" world of police work. (HTH)

ED 207 111 CS 503 598

Nishiyama, Kazuo
Images as Barriers to Intercultural Communication.

Pub Date—June 81

Note—18p.; Paper presented at the Meeting of the Communication Association of the Pacific-Japan Conference (Nagasaki, Japan, June 20-21, 1981).

Pub Type—Opinion Papers (120) — Information Analyses (070) — Speeches/Meeting Papers

(150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Business Communication, *Communication Problems, Cross Cultural Studies, *Cultural Differences, Cultural Exchange, *Cultural Images, Cultural Traits, Developed Nations, Economics, *Negative Attitudes, Stereotypes
Identifiers—*Intercultural Communication, Japan, United States

Images that nations have of each other become barriers to effective intercultural communication if they are overgeneralized, oversimplified, or unfairly exaggerated. The communication difficulties between Japan and the United States, for example, exemplify how images negatively influence the political and economic relations between two countries. Despite the serious economic problems of the United States, especially in the automobile industry, Japan still views the U. S. as a large, rich nation. Therefore, Japan still expects that the U. S. will continue to treat it as a subordinate and faithful ally—and a preferred trade partner, which depends on the U. S. for its continued economic growth and survival. The U. S., however, perceives Japan as the world's new industrial superstate, one that has built itself up by having unduly taken advantage of the "free" military protection and trade policies of the U. S. These negative images of Japan are perpetuated by the mass media of the U. S. To eradicate these negative images, Americans must first analyze objectively each image and try to understand why it was created. Next, they must avoid using the negative stereotype images made popular in the war. Finally, both Japan and the United States must strive to increase the academic and cultural exchanges between the two nations. (FL)

ED 207 112 CS 503 599

Elsa, Kenneth J.
Doing Communication in the "Real World": Strategies for Teaching Non-Traditional Students.

Pub Date—Nov 80

Note—18p.; Paper presented at the Annual Meeting of the Speech Communication Association (66th, New York, NY, November 13-16, 1980).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Higher Education, *Nontraditional Students, *Relevance (Education), *Speech Communication, Speech Instruction, Speech Skills, Student Needs, *Teaching Methods

Academe's values of "deferred gratification" and "work hard now to prepare for the future" are replaced in the world of work by such values as the "future is now" and "immediate results." The outside world, not the textbooks, has provided educational experiences for the nontraditional student. The nature of the world of work, the arena where nontraditional students likely spend most of their time, influences the values and expectations they bring into the communications classroom. Nontraditional students have a more solidly formed self-concept, a preference for pragmatism, and an antipathy to theory that distinguish them from traditional students. Strategies that can be used to integrate the theoretical and the practical aspects of public speaking, interviewing, and organizational communication in a way that can be educational for both the nontraditional student and the instructor include (1) teaching communication theory as a diagnostic tool in problem solving, (2) applying theory to analyze familiar communication settings, (3) designing communication exercises set in relevant situations, and (4) evaluating student communication performance in a realistic situation. Coping with the demands of the nontraditional student necessitates an understanding of the unique nature of the student and a willingness to adopt teaching strategies that address those demands. (HOD)

ED 207 113 CS 503 601

Smith, Glenn
The Problem of Interfacing the Academic and Business Worlds: Internship Programs in Communication.

Pub Date—[80]

Note—10p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Education, Business Education, Employment Qualifications, Higher Education, *Internship Programs, *Job Training, Program Descriptions, *Speech Communication, *Telecommunications, Theater Arts

Identifiers—*Alternative Careers

In response to the glut of communication degree holders in a time of rapidly diminishing demand for teachers and the subsequent need for alternative careers in communications, the department of speech and theatre at an Arkansas university developed a one-semester internship program for seniors in communications. The program began with students gaining hands-on experience with cameras, audio equipment, lighting, and control room duties in local television and radio, and was broadened to include speech communication and theatre, with placement in management of community theatre, television marketing, public relations, and personnel. The program encountered problems in the areas of expectations of the "real world" management, the quality of work for the student at the site, and the development of internships in new areas. A statement of goals was thus devised, in contract form, to be drawn up by the students with the help of the on-site director and approval of a faculty advisor. It included a course listing showing the students' area of proficiency, and has since proven adequate for most internship arrangements. Development of the internship program has led to growth in the number of nonteaching degree graduates in communication, reflecting the expectations of the public that students should be educated both in the values of knowledge and in practical competence and productivity. (A copy of the internship contract is included.) (HTH)

ED 207 114

CS 503 602

Ishii, Satoshi. Klop, Donald W.

Educating Students for Communication with People from Other Cultures.

Pub Date—Aug 81

Note—15p.; Paper presented at the Meeting of the International Conference on Foreign Language Education and Technology (Tokyo, Japan, August 19-21, 1981).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, *Communication (Thought Transfer), *Cultural Awareness, Cultural Differences, Elementary Secondary Education, *Multicultural Education, Program Descriptions

Identifiers—Asians, Hawaii, *Intercultural Communication

The principal components of intercultural contact fit into three categories: (1) determiners of behavior, including experiences, needs, values, and beliefs; (2) differences in behavior, including perception, symbol usage, and role behavior; and (3) confronting the unknown, including ethnocentrism, stereotyping, and prejudice. The University of Hawaii developed a multicultural awareness project around these components, with the objective of providing students with information on other cultures and on appropriate behavioral responses in situations where the characteristics of another culture prevail. At the elementary school level, the program consists of one course in social studies for each grade level, centered around a theme. For example, the fourth grade course focuses on the celebrations observed by various cultures, while the fifth grade course emphasizes families. The programs for secondary schools and for adults are similar to this but are more complex. The programs stress the cultural characteristics of the Japanese, Filipino, and Hawaiian groups, as well as the characteristics of other Asian groups established in Hawaii. (HTH)

ED 207 115

CS 503 603

Bakken, David G.

Regulation of Nonverbal Intimacy: Searching for an Adequate Methodology.

Pub Date—Sep 80

Note—11p.; Paper presented at the Annual Meeting of the American Psychological Association (88th, Montreal, Canada, September 1-5, 1980).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Communication Research, *Hypothesis Testing, Interpersonal Relationship, *Nonverbal Communication, *Research Methodology, *Research Needs, Theories

Identifiers—Eye Contact, *Intimacy

Proposing that most studies of nonverbal intimacy regulation have inadequately tested the compensation model (changes in any component of intimacy necessitate compensating changes in other components to maintain an equilibrium), this paper exam-

ines the nature of methodological problems in such studies and offers three suggestions for improved research of the compensation model. The methodological problems are discussed under two main categories: the control of extraneous variables and the selection of an appropriate research paradigm. The three methodological requirements that are proposed for adequate investigation of intimacy regulation are (1) that actual interactions be studied, (2) that each subject experience a change in intimacy, and (3) that special care be exercised if confederates are used to introduce changes in nonverbal intimacy. Suggestions are offered for future research in the study of intimacy regulation, including the use of representative designs, ethnomethodological techniques, and microkinesic analysis. (RL)

ED 207 116

CS 503 604

Johnston, Kaarin S.

Eliminating Sexism from Children's Theatre Productions.

Pub Date—Aug 81

Note—16p.; Paper presented at the Annual Meeting of the American Theatre Association (Dallas, TX, August 9-12, 1981).

Pub Type—Speeches/Meeting Papers (150) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Audiences, *Childhood Attitudes, Guidelines, *Sex Bias, *Sex Fairness, Sex Role, *Sex Stereotypes, Speech Communication, *Theater Arts

Identifiers—"Directors (Theater)

To help reduce sexism in children's theatre productions, directors should make a conscious effort to eliminate negative patterns from scripts. They should give attention to the roles of the characters, since female characters are often relegated to the roles of waiting for a male, a supportive parent or sister, or a passive admirer of a male. Character traits also should be carefully examined and broken down into categories. While it is possible for a director to add positive physical actions for the female characters without altering the tone of the play, it is the actions set out by the plot of the play that are often sexist. Sexist dialogue also can be changed without altering the play to any extent. Directors and actors must guard against asking for a "little girl" or a "little boy" in the audience to participate in the production when what they really need is a child. The entire process of creating a nonsexist children's theatre production is complex and requires a determined group effort. However, if the director does not have a nonsexist production as a final goal, there is only a slim chance that the production will be free of sex bias. (HOD)

ED 207 117

CS 503 605

Amor, Edward

The Playwrights-Directors Workshop.

Pub Date—Aug 81

Note—12p.; Paper presented at the Annual Meeting of the American Theatre Association (Dallas, TX, August 9-12, 1981).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Dramatics, Higher Education, *Playwriting, *Production Techniques, Program Descriptions, Theater Arts, Workshops

Identifiers—*Directing (Theater), *One Act Plays

The playwrights-directors workshop at the University of Wisconsin (Madison) allows students of directing and playwriting to meet jointly to explore and solve problems in the creation and production of original one-act scripts. At the heart of the program is the belief that both playwriting and directing students profit from producing their efforts before their peers and from collaborating with each other on a production. Playwriting students are assigned to read four plays, then write a brief scene employing the style, language, and theme explored by each of the writers. The scenes are then staged by the directing students. During the latter half of the semester, the directing students stage the original one-act plays on which the playwriting students have been working during the semester. The experiment has thus far proven successful. The playwriting students have received constant attention and feedback for everything they have written in the course, with production of their final works guaranteed, and the directing students have an opportunity to receive feedback throughout the production of the plays. (HTH)

ED 207 118

CS 503 606

Sneller, Angela K.

Censorship in Public Schools.

Freedom of Information Center, Columbia, Mo.

Report No.—FOI-443

Pub Date—Aug 81

Note—8p.

Pub Type—Opinion Papers (120) — Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Freedom, Books, *Censorship, Community Attitudes, Community Role, *Court Litigation, Curriculum, Elementary Secondary Education, *Freedom of Speech, School Publications, Sociocultural Patterns, *Student Rights

Attempts to control the content of curricula and of books in school libraries are increasing rapidly, bringing into focus the question of what rights students have to receive information and what rights a community has in determining what information is taught and available in its schools. There have been several cases concerning First Amendment rights of students and teachers. The one that is cited most often is "Tinker v. Des Moines Independent Community School District," in which three students were suspended from high school for wearing black armbands to protest the Vietnam War. Although this case did not deal specifically with censorship of books, it set a precedent for students' rights that has been subsequently used in defense against the removal of books, in establishing curricula, and in censorship of school newspapers. The area of school authority and students' rights in deciding curricula is one of the grayer, especially in the courts. Courts appear to prefer not to intrude and often defer to school board expertise. The vague and contradictory rulings of the courts have probably contributed to the increase in the number of censorship cases by making the issue of academic freedom more vulnerable. There is also the increased concern by citizens that society has become too permissive, and that permissiveness is most apparent in the schools. With the burgeoning power of conservative pressure groups and the reluctance of the courts to clearly define the right to academic freedom, free expression finds itself in the most dangerous of situations since the McCarthy hearings on communism. (HOD)

ED 207 119

CS 503 607

Ziegelmüller, George, Ed. Rhodes, Jack, Ed.

Dimensions of Argument: Proceedings of the Summer Conference on Argumentation (2nd, Alta, Utah, July 30-August 2, 1981).

Speech Communication Association, Annandale, Va.

Spons Agency—American Forensic Association.

Pub Date—81

Note—1,051p.; Not available in paper copy due to marginal legibility of original document.

Available from—Speech Communication Association, 3105 Backlick Rd., Suite E, Annandale, VA 22003 (\$16.50)

Pub Type—Collected Works - Proceedings (021) — Information Analyses (070) — Reports - Research (143)

EDRS Price - MF07 Plus Postage. PC Not Available from EDRS.

Descriptors—*Communication Research, *Debate, Evaluation Criteria, Group Behavior, Group Dynamics, *Interpersonal Relationship, Legal Education, *Logical Thinking, *Persuasive Discourse, Values

The 73 papers in this collection were presented at the 1981 Summer Argumentation Conference, the purpose of which was to bring together interested scholars to discuss recent developments and research in argumentation. The four primary areas of study considered at the conference—argument, argumentation and forensics, philosophy and argument, and argumentation in interpersonal and small group communication—are used to categorize the papers according to their subject matter. The topics discussed in the papers include the following: (1) sociocultural notions of argument fields; (2) jurisprudential origins and applications of presumption and burden of proof; (3) the genesis of argumentative forms and fields; (4) a critical evaluation of debate paradigms; (5) the role of argumentative analysis in individual events; (6) value resolutions, presumption, and stock issues; (7) argument, group influence, and decision outcomes; (8) argument as a metaphor for negotiating social relationships; (9) the role of advocacy in small group discussion; (10) saving the public sphere through rational discourse;

(11) a discussion of the presuppositions contributing to the ideal speech situation; (12) senses of argument; and (13) debating value propositions. (RL)

ED 207 120 CS 503 614

Minister, Kristina

Elder Theatre: Positive Image of Aging and Forum for Intergerational Communication.

Pub Date—Jul 81

Note—17p; Paper presented at the Meeting of the Summer Conference on Communication and Gerontology (Edwardsville, IL, July 22-24, 1981).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Aging (Individuals), *Attitude Change, Childhood Attitudes, Children, Mass Media, Negative Attitudes, *Older Adults, Program Descriptions, *Readers Theater, *Speech Communication, Stereotypes, *Theater Arts

Identifiers—Age Bias

If art, when defined by existential and phenomenological boundaries, promotes self-understanding, then the verbal arts in particular offer fully developed hypothetical analogues of humans in action. The need to find some measure of self-knowledge through art does not diminish with age, but the self-understanding promoted by the portrayal of the elderly in contemporary media is that the concluding years of life bring poor health, loss of income and love, closed-mindedness, and passivity. This image even permeates children's perceptions of the elderly, which research shows are extremely negative. Two studies, however, suggest that children will perceive the unique qualities of the elderly if they are given situational clues for the inference that the elderly are successful. Thus, Arizona State University has organized an Elder Readers Theatre group, which performs literature for young children, adolescents, and adults to promote positive images of the elderly and to allow self-understanding for the performers. Elder Theatre selects literature with highly organized positive and productively humorous descriptions of aging and with personae whose chronology is advanced but characterized by success, and which promote productive apprenticeship for the aging. The Elders Theatre also has established good conditions for extended periods of informal interaction between audience and performers. (HTH)

ED 207 121 CS 503 616

Oaks, Harold R.

Wanderings in Western Europe. Theatre for Young Audiences around the World: Aesthetic and Political Trends.

Pub Date—Aug 81

Note—14p; Paper presented at the Annual Meeting of the American Theatre Association (Dallas, TX, August 9-12, 1981).

Pub Type—Reports - General (140) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Children, Childrens Literature, Educational Trends, Foreign Countries, *Sociocultural Patterns, *Theater Arts

Identifiers—*Childrens Theater, Denmark, England, Finland, Netherlands

Noting that theatre for young people in Europe is much more aggressive in seeking to influence the attitudes and ideas of audiences than that of the United States, this paper examines the political and social trends occurring in children's theatre in four European countries. Following an introduction to this trend toward "educational theatre," the paper discusses the theatre companies, the range of plays performed, and the social issues portrayed in England, the Netherlands, Denmark, and Finland. The paper concludes that these political/social trends in theatre for children tend to be stronger in countries where there is political unrest, such as Portugal and Spain. (HTH)

ED 207 122 CS 503 617

Putnam, Linda L.

Equivocal Messages in Organizations.

Pub Date—May 81

Note—49p; Paper presented at the Annual Meeting of the International Communication Association (Minneapolis, MN, May 21-25, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Ambiguity, College Students, *Communication Research, Comprehension, *Employment Level, *Group Dynamics, Higher Education, *Organizational Communication, *Patterned Responses, Receptive Language

A study was conducted to examine the ways individuals in organizations interpreted and responded to ambiguous messages. Using Karl Weick's model of organizing, investigators measured the number of rules (criteria for taking action), the number of people, and the frequencies of message categories generated in two simulated organizations comprised of 51 college students. The students acted in company positions at three organizational levels—upper management, middle management, and work groups (foremen and workers)—and responded individually and collectively to high, medium, and low ambiguous organizational messages. The results showed that the subjects used more rules and more people to process high ambiguous messages than they did to process low ambiguous messages. Analysis of group interaction revealed that most groups spent their talk time reducing equivocality. Workers and foremen reduced ambiguity by adding interpretations while managers proposed specific action steps. Overall, the study indicated that misunderstandings in organizations might evolve from divergent approaches to the management of equivocality. Since some degree of equivocality is present in all organizational input, the way individuals interpret and process this ambiguity is a key to understanding how organizations make sense of their activities. (RL)

ED 207 123 CS 503 621

Karr-Kidwell, P. J.

The Impact of Discrepant Verbal-Nonverbal Messages in the Teacher-Student Interaction.

Pub Date—78

Note—7p.

Pub Type—Guides - Classroom - Teacher (052) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Class Activities, *Classroom Communication, *Classroom Techniques, *Communication Skills, Higher Education, Interaction Process Analysis, *Nonverbal Communication, Role Playing, *Student Teacher Relationship, *Teacher Education, Teacher Effectiveness, Teaching Methods

Noting that teachers' nonverbal behaviors are frequently inconsistent with their verbal messages, a situation that detracts from student learning, this paper offers an activity for focusing prospective teachers' attentions on the frequency and impact of discrepant verbal-nonverbal messages occurring in the classroom. The step-by-step process is outlined to show how teacher education students act out various types of teacher and student behaviors, then discuss the impact of the behaviors and compare their observations of what and how many discrepant verbal-nonverbal messages occurred. Variations of the activity are offered, including the use of tape recordings to distinguish whether nonverbal vocal or paralinguistic cues are discrepant with verbal messages, and the use of videotapes to distinguish whether nonverbal eye contact, gestures, and facial expressions in student-teacher interactions are discrepant with the verbal messages. A response sheet of bipolar adjectives is attached for recording observations/evaluations of "students" and "teachers" taking part in the activity. (RL)

EA

ED 207 124 EA 011 804

Stone, Franklin D., Ed.

International Perspective, Educational Administration. A Directory.

Iowa Univ., Iowa City. Center for Educational Experimentation, Development, and Evaluation.

Pub Date—May 78

Note—106p; For related document, see EA 014 072.

Available from—Monograph IDEA; Division of Educational Administration, 210 Lindquist Center, University of Iowa, Iowa City, IA 52242 (\$2.25 North America; \$2.75 surface outside N.A.; \$3.25 air mail outside N.A.).

Pub Type—Reference Materials - Directories/Catalogs (132) — Opinion Papers (120)

Document Not Available from EDRS.

Descriptors—*Educational Administration, Elementary Secondary Education, Foreign Countries, *International Organizations, Interprofessional Relationship, *National Organizations, Postsecondary Education, Public Agencies

To help further the movement toward international communication in the field of educational administration, this directory lists national, international, and governmental organizations and offices concerned with educational administration for most countries in the world. Preceding the listings is an article on the growth of an international outlook in educational administration. It recounts the formation of three of the earliest international organizations and discusses international publications, advanced administration programs, and the worldwide acceptance of educational administration as a discipline. Included in the listings of international and national organizations are each group's address, contact person, objectives, membership eligibility, publications, and meetings. For national governmental offices of education and directory gives the official title and the address. Most countries in Africa, Asia, the Pacific, Europe, and North, Central and South America are covered by the directory. A final chapter considers the prospects for a world organization in educational administration. (RW)

ED 207 125 EA 013 612

Retain or Promote? Research Action Brief. Number 16.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Jul 81

Contract—400-78-0007

Note—5p.

Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 (free).

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Failure, Elementary Secondary Education, *Grade Repetition, Maturity (Individuals), Remedial Programs, Research Methodology, *Research Problems, Student Characteristics, *Student Promotion

Research on the retention or promotion of failing students has been unable to demonstrate the superiority of either method, concludes the author of this review. Furthermore, research shows that neither method by itself solves the educational problems of low-achieving students, since both retained and promoted students continue to achieve at levels below the class average. Jackson's earlier review of research found that most studies were invalid because they did not control for differences in ability or achievement among failing students. Thus studies comparing students retained or promoted under normal school policies are biased toward promotion policies, says the author, since the students promoted are doing better than those retained anyway. One study attempted to control for ability differences but failed to control for all of them. Research on individual students suggests that some student characteristics can favor retention or promotion, including the student's rate of progress before retention, the amount of lag behind the class, social maturity, and other factors related to the child, the child's family, and school personnel. These research findings imply that meeting the needs of failing students through programs adjusted to students' ability levels is more important than policies of retention or promotion. (Author/RW)

ED 207 126 EA 013 615

Beckham, Joseph C.

Legal Aspects of Teacher Evaluation.

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date—81

Note—70p.

Available from—NOLPE, 5401 S. W. 7th Street, Topeka, KS 66606 (\$9.95).

Pub Type—Legal/Legislative/Regulatory Materials (090) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Administrator Role, *Civil Rights, *Court Litigation, *Due Process, Elementary Secondary Education, Equal Protection, Federal Legislation, *Legal Responsibility, Racial Dis-

crimination, State Legislation, State Standards, *Teacher Evaluation, Unions

Teacher evaluation is fraught with difficulties for several reasons. On the one hand, it is directed to self-improvement and remediation, while on the other, it can be utilized as a tool for nonrenewal of a contract, demotion, reassignment, or dismissal. Moreover, educational researchers are far from reaching consensus on the characteristics associated with teaching success. The successful institution of a policy of teacher evaluation is subject to the influences of teacher unions, community groups, and administrative leadership as well as legal constraints and mandates governing due process, equal protection, and reasonable administrative action. This monograph first addresses constitutional guarantees of substantive and procedural due process, especially where these protections have compelled judicial scrutiny of employment decisions in public educational settings. The second section of the monograph covers federal constitutional and statutory provisions barring discrimination and ensuring equal protection of the law. The final section of the study examines selected legal opinions and statutory laws related to state standards for teacher evaluation. (Author/WD)

ED 207 127 EA 013 830

Dougherty, John W.

Summer School: A New Look. Fastback 158.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Report No.—ISBN-0-87367-158-9

Pub Date—81

Note—31p.; Not available in paper copy due to small print size of original document.

Available from—Phi Delta Kappa, Eighth and Union Avenue, Box 789, Bloomington, IN 47402 (\$3.75; quantity discounts available).

Pub Type—Opinion Papers (120)—Reports—Descriptive (141)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academically Gifted, Basic Skills, Disabilities, Elementary Secondary Education, *Extended School Year, Students, *Summer Programs, *Summer Schools, Supplementary Education

Identifiers—Early Graduation

A brief history of the role of summer schools in American education provides the background for a discussion of how summer school can become an integral and expanded part of our school system. Summer school may be viewed as a viable alternative to retention, as part of the provision of equal education for handicapped students, and as an opportunity for students to strengthen basic skills. The summer program, however, should not simply duplicate the regular program. It needs to be innovative and flexible. Moreover, summer school can serve the needs of ambitious students by offering courses these students could not pursue during the year or by allowing some students to graduate early. Talented and gifted students can take advanced or special courses that utilize community resources or are specifically designed for them. The concept of the extended school year has also yielded plans that make use of school buildings during the summer, including extended summer school, the trimester plan, the multiple session plan, and the quarter plan. Whatever plan is followed, summer school should receive the same administrative care and planning as the regular session. (Author/WD)

ED 207 128 EA 013 831

The Attorney General's Proposed Voluntary Student Code of Conduct.

Texas Education Agency, Austin; Texas State Attorney General's Office, Austin; Texas State Board of Education, Austin.

Pub Date—[81]

Note—27p.

Pub Type—Guides—Non-Classroom (055)—Legal/Legislative/Regulatory Materials (090)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Board of Education Policy, Community Responsibility, Corporal Punishment, *Discipline Policy, Elementary Secondary Education, Federal Legislation, Models, School Responsibility, State Legislation, *Student Behavior, Student Responsibility, Student Rights

Intended as a guide for Texas school districts wishing to adopt or modify a student code of conduct, this proposed code describes a positive learning atmosphere, specifies conduct that disrupts such an environment, assures the rights and responsibilities

of students, and standardizes procedures to be used in responding to disciplinary problems. Specific topics are organized under four general headings: responsibilities of the school community, student rights and responsibilities, student discipline, and posting of offenses. The appendices include an overview of the process by which judicial proceedings may be instituted when individuals commit acts prohibited by law and two alternative approaches to corporal punishment. Sample handouts listing student responsibilities at the elementary, junior high, and high school levels are attached. (WD)

ED 207 129 EA 013 832

Lipham, James And Others

The Relationship of Decision Involvement and Principals' Leadership to Teacher Job Satisfaction in Selected Secondary Schools.

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Report No.—WRDCIS-TR-571

Pub Date—Feb 81

Grant—OB-NIE-G-81-0009

Note—184p.; Report from the Project on Studies of Administration and Organization for Instruction. Not available in paper copy due to much small print in original document.

Pub Type—Reports—Research (143)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrative Organization, Administrator Role, *Decision Making, High Schools, *Job Satisfaction, *Leadership, Middle Schools, *Principals, Questionnaires, Secondary Education, Surveys, Tables (Data), Teacher Attitudes, *Teacher Participation

Four secondary schools engaged in a program of individualized schooling were selected for this longitudinal study based on theories of decision-making, leadership, and job satisfaction. Researchers examined the relationship between staff job satisfaction on the one hand and the amount of decision-making and the staff's perceptions of principal leadership behavior on the other. Survey instruments, administered to the schools' entire professional staffs, looked at the extent of staff participation in decision-making, staff perceptions of the principal's leadership qualities (in terms of supportiveness, interaction facilitation, goal emphasis, and work facilitation), and nine facets of job satisfaction. The major findings of the study were that both staff involvement in decision-making and staff perceptions of principal leadership were significantly and positively related to job satisfaction. In addition, school staffs did not feel satisfied with their amount of decision-making. They rated principals highest in support behavior and lowest in work facilitation. Future studies might measure decision-making participation more directly or emphasize different aspects of leadership behavior or job satisfaction. An appendix includes questionnaires, forms, and survey results. (Author/JM)

ED 207 130 EA 013 835

Burke, Fred G.

Handbook for Developing a Code of Conduct for Students.

New Jersey State Dept. of Education, Trenton.

Pub Date—Feb 81

Note—14p.; Prepared under the direction of the Office of the Commissioner.

Pub Type—Guides—Non-Classroom (055)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Administrator Responsibility, Behavior, *Board of Education Policy, *Discipline Policy, Elementary Secondary Education, Grievance Procedures, Guidelines, Information Dissemination, School Districts, *School Policy, Student Rights

Identifiers—New Jersey

This brief booklet is intended to help New Jersey school districts as they develop or revise consistent systems of school rules governing student behavior. The booklet lists the most basic provisions of a student conduct code as student rights and responsibilities, rules of acceptable and unacceptable behavior, and regulations or procedural due process. It recommends assurances of fairness and protection. The author describes how codes ought to be prepared and recommends seeking both wide input and extensive distribution and explanation of the code. The suggested minimum standards aim to help maintain the delicate balance between student

rights and the maintenance of order. Grievances and appeals procedures are discussed and financial liability and the role of school boards are briefly mentioned. (Author/JM)

ED 207 131

EA 013 836

Lipham, James M.

Effective Principal, Effective School.

National Association of Secondary School Principals, Reston, Va.

Report No.—ISBN-0-88210-119-6

Pub Date—81

Note—35p.

Available from—NASSP, 1904 Association Dr., Reston, VA 22091 (\$3.00, payment must accompany orders less than \$10.00).

Pub Type—Information Analyses (070)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Administrator Role, Centralization, Curriculum, Decentralization, Decision Making, Educational Change, Educational Objectives, *Educational Quality, Elementary Secondary Education, Leadership, *Principals, Public Relations, School Community Relationship, Success, Values

In summarizing findings on the principal's role in the school, this monograph assumes that the principal is a pivotal figure in the school and is the one who most affects the quality of teacher performance and student achievement. The author concludes that the studies reviewed demonstrate that the principal is a key factor in the success of the school. The booklet is divided into eight sections that examine studies related to the principal and (1) diversity versus uniformity in educational goals, (2) traditional versus nontraditional educational values and attitudes, (3) centralization versus decentralization in organizational relationships, (4) directiveness versus supportiveness in leadership behavior, (5) authoritative versus participative decision-making processes, (6) managerial versus instructional tasks as the principal's primary responsibility, (7) programmed versus adaptive approaches to change, and (8) interaction versus insularity in relations with the public. (Author/JM)

ED 207 132 EA 013 837

Odden, Allan Augenblick, John

School Finance Reform in the States: 1981.

Education Commission of the States, Denver, Colo. Education Finance Center.

Spons Agency—Ford Foundation, New York, N.Y.; National Inst. of Education (ED), Washington, D.C.

Report No.—ECS-R-F81-1

Pub Date—Jan 81

Contract—NIE-R-80-0021

Note—64p.; For related documents, see ED 180 108 and ED 158 425.

Available from—Publications Office, Education Commission of the States, Suite 300, 1860 Lincoln Street, Denver, CO 80295 (\$4.00).

Pub Type—Information Analyses (070)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Declining Enrollment, Educational Trends, Elementary Secondary Education, Equal Education, *Equalization Aid, Expenditure Per Student, *Finance Reform, Public Opinion, Public Support, School Support, State Aid, *State Legislation, Tables (Data), Trend Analysis

Identifiers—*Equity (Education), Wealth Neutral-ity
This report is intended to help state governors, legislators, and educators as they address the problems related to funding education. It is based on the idea that policy-makers can profit from the learning experiences of other states. The first and longest section of the booklet consists of a three-part overview. The first part of the overview summarizes the characteristics of the school finance reforms passed in the 1970s and identifies six major themes: expanded general aid, increased equity, expanded measures of fiscal capacity, special pupil needs, special district needs, tax and spending limitations, and school finance litigation. The second part of the overview discusses the status of all the states in 1977 on a variety of school finance equity goals. The final part reviews major events in 1980 and likely state legislative activities in 1981. The next section of the booklet reviews three general topics associated with school financing: the general fiscal condition of public schools, changing public opinion on schools and taxes, and demographic and enrollment trends. The final section of the report examines recent research findings regarding school finance and provides an

overview of issues likely to be of interest to policymakers in the near future. (Author/JM)

ED 207 133 EA 013 838

Machesney, J. Douglas
Energy and Education.
Appalachia Educational Lab., Charleston, W. Va.
Spons Agency—National Inst. of Education (ED),
Washington, D.C.
Report No.—AEL-OP-005
Pub Date—May 81

Note—24p.
Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Bus Transportation, *Cost Effectiveness, *Educational Facilities, Elementary Secondary Education, *Energy Conservation, Expenditures, Fuel Consumption, Student Transportation

Identifiers—Energy Audits, West Virginia (Mercer County)
By initially demonstrating that rising energy costs are threatening to force educational decision-makers to curtail educational programs, this paper suggests a number of energy-saving options for school administrators and presents a case study of energy conservation. Suggestions concerning energy conservation in school facilities are drawn from several published sources. These suggestions include forming an energy management team of representatives from the school and community and preparing detailed energy use reports, energy mini-audits by energy team members in each facility, and maxi-audits conducted by hired experts. Sources for the funding of energy projects are suggested. Maintenance and measures requiring capital investment are discussed. A brief section regarding energy-saving in transportation systems cites suggestions from a U.S. Department of Transportation publication. The final section of the paper presents a program to save money in a school transportation system used in Mercer County, West Virginia. This program used rerouting and rescheduling to cut its 102 buses to 94, conducted a bus driver training course on techniques to promote school economy, and instituted a maintenance program designed to save fuel. The paper concludes that a successful district-wide energy conservation program requires participation and commitment. (Author/JM)

ED 207 134 EA 013 839

Freeman, Andrew R.
Uses of Future Studies Techniques by Educational Administrators.

Pub Date—81
Note—18p.; Paper presented at the Australian Institute of Tertiary Educational Administrators National Conference (5th, Sydney, New South Wales, August 14-16, 1981).

Pub Type—Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Case Studies, *Educational Planning, *Futures (of Society), Group Activities, Higher Education, *Long Range Planning, *Management Games, Participation, Problem Solving, Role Playing, Simulation, *Trend Analysis

Identifiers—Delphi Technique
In outlining futures techniques that can be used by school administrators for creative planning, this paper discusses several small group exercises. These include the "Six by Six" technique, in which a large group breaks up into six small groups for six minute discussions; the "PNT Approach," in which the length of each discussion period increases as positions become solidified; and scenario development, in which possible future situations are developed and analyzed. When discussing scenario development, the author describes in detail the Cross Impact Matrix Analysis on Transparencies (CIMAT) technique. The author then presents the use of case studies for problem solving, a technique he considers useful because the problems presented seem real and relevant and may require complex problem-solving approaches. He also describes role playing, in which participants act through a problem situation; the Delphi technique, in which questionnaires are used to order priorities or to get a consensus of opinion about when future events will occur; and futures games, for which he recommends that group leaders use those on the market rather than develop their own. Two techniques developed by the author, "Brainstorming-on-Microfiche," and "Brainstorming-in-Football Stadiums," are briefly mentioned. (Author/JM)

ED 207 137 EA 013 842
Bittle, Edgar H.
Superintendent's Contracts—What Should They Say? The School Attorney's Point of View.
Pub Date—Apr 81
Note—12p.; Paper presented at the Annual Meeting of the National School Boards Association (41st, Dallas, TX, April 11-14, 1981). For a related document, see EA 013 843.
Pub Type—Speeches/Meeting Papers (150) — Guides - Non-Classroom (055)

ED 207 135

Eiden, Leo J.

Education in the United States: Statistical Highlights Through 1979-80.

National Center for Education Statistics (ED), Washington, D.C.

Report No.—NCES-81-401

Pub Date—Apr 81

Note—54p.; Not available in paper copy due to marginal legibility.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 065-000-00090-3; \$3.75).

Pub Type—Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Degrees (Academic), Educational Attainment, *Educational Trends, Elementary Secondary Education, Enrollment Trends, Expenditures, Higher Education, High School Graduates, Private Schools, Public Schools, School Districts, *School Statistics, School Support, Tables (Data), Teachers, Trend Analysis

The purpose of this publication is to provide a concise introduction to major statistical trends and developments in the American education system up to 1979-80. Twenty-six pages of figures and tables are briefly explained in the text. Six areas of interest are examined. First the number of school districts, public and private schools, and colleges of several types is looked at and compared with previous years. Enrollment in public and private schools, colleges, and universities is then examined and trends identified. The report briefly notes the number of teachers at all levels and pinpoints recent reversals of long-term trends. The number of high school and college degrees awarded is the subject of one section in which degrees in five areas—management, education, engineering, foreign language, mathematics, and statistics—are highlighted. The report also reviews educational revenues and expenditures, including sources and amounts of funds, proportion of government funds spent on education, and comparison of expenditures for education with the gross national product for the past 50 years. School retention rates and level of attainment are examined, including attainment trends over the last 70 years, SAT test scores, and states using minimum competency testing. (JM)

ED 207 136

Arubayi, Eric A.

A Study of the Problem-Solving Pattern of Selected Secondary School Principals in Bendel State of Nigeria.

Pub Date—[81]

Note—11p.; Not available in paper copy due to marginal legibility of original document.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Administrator Characteristics, Administrator Qualifications, Age, Employment Experience, Foreign Countries, High Schools, *Principals, *Problem Solving, School Size, Students, Teachers

Identifiers—Nigeria

Conducted in Bendel State in Nigeria, this study investigated the problem-solving behavior of secondary school principals. Specifically, it attempted to assess how good the principals of Bendel State were at solving problems and whether problem-solving success was related to principal experience or age or to size of staff and student populations. Questionnaires were sent to 80 randomly selected principals in Bendel State, 55 of whom responded. The 16 questionnaire items concerned the awareness, evaluation, and action stages of problem solving. Findings indicated that the respondents are good problem solvers. Principal age and size of staff population were not correlated with problem-solving ability. Principal experience and size of student body were correlated with the ability to solve problems. (Author/JM)

ED 207 137

Bittle, Edgar H.

Superintendent's Contracts—What Should They Say? The School Attorney's Point of View.

Pub Date—Apr 81

Note—12p.; Paper presented at the Annual Meeting of the National School Boards Association (41st, Dallas, TX, April 11-14, 1981). For a related document, see EA 013 843.

Pub Type—Speeches/Meeting Papers (150) — Guides - Non-Classroom (055)

EA 013 840

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Evaluation, *Administrator Responsibility, *Board of Education Role, *Contracts, Elementary Secondary Education, Fringe Benefits, Guidelines, Occupational Information, School Districts, State Legislation, *Superintendents

With the interests of the school district in mind, the author offers suggested provisions for a superintendent's contract. He reviews a popular prototype contract and points out where modifications might need to be made in each section. The author recommends first reviewing state legislation to see what contract provisions may be required by law. He specifies that before entering into the contract, the board should carefully review the elements of the contract, the job description of the superintendent, the policies of the district as they relate to the superintendent's responsibilities and to the responsibilities of the administrative team, and the evaluation procedures that the board intends to follow for the superintendent and other administrators. It is emphasized that a contract cannot simply be borrowed from another school district or other source but must be modified to fit each particular school district. (Author/JM)

ED 207 138

Jones, Judy A. And Others

There's More to the Evaluation of a Superintendent than Meets the Eye.

Pub Date—Apr 81

Note—15p.; Paper presented at the Annual Meeting of the National School Boards Association (41st, Dallas, TX, April 11-14, 1981).

Pub Type—Speeches/Meeting Papers (150) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Evaluation, Administrator Responsibility, Board Administrator Relationship, Board of Education Policy, *Board of Education Role, Elementary Secondary Education, Job Performance, State Legislation, *Superintendents

Identifiers—Ohio (Toledo)

Based on experiences of the Toledo (Ohio) Board of Education, this paper presents considerations and recommendations for those developing a superintendent evaluation process, including questions that initially must be answered about why and how evaluation will be performed. The report recommends that for the evaluation process to be effective, the relationship between the board and superintendent and their respective roles be carefully outlined. She also emphasizes the importance of a job description and statements of system policies and goals. The influence of law and politics in the form of "sunshine laws" and legislative mandates requiring evaluation are discussed. The paper then outlines several methods for evaluating superintendents, delineating what is to be appraised, and explaining three types of evaluation: checklists or rating scales, written narratives, and written objectives. The paper then offers a discussion of the evaluation system favored by the author for development in Toledo, a very structured process featuring performance indicators, rating scales, and written documentation. In this plan, a new superintendent would be evaluated after eight months. The author concludes that a good evaluation process will improve communication and accountability. (Author/JM)

ED 207 139

Kalkhoven, Shirley

Effective Superintendent Evaluation—It's Not That Difficult.

Pub Date—Apr 81

Note—20p.; Paper presented at the Annual Meeting of the National School Boards Association (41st, Dallas, TX, April 11-14, 1981). Not available in paper copy due to light print of original document.

Pub Type—Speeches/Meeting Papers (150) — Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Administrator Evaluation, Administrator Responsibility, Board of Education Policy, *Board of Education Role, Educational Objectives, Elementary Secondary Education, *Job Performance, *Superintendents

Identifiers—Oregon (Beaverton)

This paper attempts to examine the school board's role in superintendent evaluation. It begins by quoting several articles on the subject of superintendent evaluation and the superintendent-board relation-

ship. The author recommends four simple questions to ask when formulating and completing an evaluation procedure: What do we want the superintendent to do? How well is it being done? What needs improvement? and What is being done that is exceptional? She then describes an outside management study of district administration in Beaverton (Oregon) that led to a new superintendent evaluation method, described as lying between the rating-scale or checklist model and the management-by-objectives system. It is based on materials developed by Ronald Booth and Gerald Glaub that include a handbook and workbook. This method, the Performance Appraisal Process, determines whether the district and its management are effective in meeting the board's goals through implementing its written policies and plans. The author briefly summarizes the seven steps of an analysis and planning process that a school board can use when instituting a superintendent performance appraisal. She recommends that the board have written statements of district goals, the superintendent's job description, and the superintendent appraisal system. (Author/JM)

ED 207 140 EA 013 847

Owen, Sam A.
What School Boards Can Do to Improve Teacher Competency.

Pub Date—Apr 81

Note—13p; Paper presented at the Annual Meeting of the National School Boards Association (41st, Dallas, TX, April 11-14, 1981). For a related document, see EA 013 846.

Pub Type—Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Board of Education Policy, *Board of Education Role, Educational Objectives, *Educational Quality, Elementary Secondary Education, Inservice Teacher Education, *Instructional Improvement, Teacher Administrator Relationship, *Teacher Effectiveness, Teacher Improvement

Identifiers—Greensville County School District VA

Citing examples from a successful district improvement plan used in Greensville County, Virginia, this paper lists and explains ways a school board can improve teacher competence. After warning that measures that work in one school district may not work in others, the author suggests that school boards should set high district standards, insist on highly competent school board members, district personnel, and superintendents, provide leadership and necessary personnel and financial support, work to stop the erosion of school board power, and give administrators the authority needed to do their jobs. In addition, school boards must establish the qualifications and qualities desired of teachers, effectively evaluate teachers (rewarding the best and firing the worst), ensure there is no racial, sex, or ethnic discrimination in the district, encourage the development of inservice training programs, establish and support instructional objectives, promote high morale among teachers, provide necessary basic and supplementary materials, evaluate instruction through standardized and criterion referenced tests, and fight to ensure adequate teacher compensation in the form of salaries and benefits. In sum, a school board should determine what needs to be improved in the system and do what is needed to improve it. (Author/JM)

ED 207 141 EA 013 848

Harms, Edward C., Jr.
Closed (Executive) Sessions: How to Use & Present Them to the Public.

Pub Date—Apr 81

Note—15p; Paper presented at the Annual Meeting of the National School Boards Association (41st, Dallas, TX, April 11-14, 1981).

Pub Type—Speeches/Meeting Papers (150) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Boards of Education, Elementary Secondary Education, *Meetings, News Media, Public Relations, State Legislation

Identifiers—*Closed Sessions, Oregon, *Secrecy, *Sunshine Laws

The author makes two initial assertions regarding the use and presentation of closed meetings. First, the real problem is not how to present them to the public but how to present them to the media. Second, closed sessions should never be used unless absolutely necessary. After presenting the reasons

for the "sunshine" laws, the author cites exceptions to such laws: discussions of attorney-client matters (especially involving litigation), collective bargaining matters, some personnel matters, records that are exempt from disclosure, real property negotiations, or student expulsions. Although other subjects might best be discussed privately, state legislatures have determined that the advantages of disclosure outweigh the advantages of privacy. The only exceptions are when private rights are involved or where public interest would be immediately (not just potentially) damaged. Possible embarrassment of board members or employees is not sufficient reason for a closed meeting. If a session must be closed, the reasons for doing so ought to be documented in writing. The discussion must be prevented from straying to another topic that cannot be discussed in closed session. As soon as possible, any decision made must be explained publicly as fully as possible. (Author/JM)

ED 207 142 EA 013 849

Cox, Dealous L.
The Board's Responsibility for Attracting and Landing the Best Teaching Staff.

Pub Date—Mar 81

Note—11p; Paper presented at the Annual Meeting of the National School Boards Association (41st, Dallas, TX, April 11-14, 1981).

Pub Type—Speeches/Meeting Papers (150) — Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Board of Education Role, Elementary Secondary Education, Employment Interviews, Faculty Development, Inservice Teacher Education, Teacher Characteristics, Teacher Qualifications, *Teacher Recruitment, *Teacher Selection, Tenure

Requiring administrators to develop and implement a plan for attracting and employing high quality personnel is an important responsibility of the board of education. In the West Linn school district in Oregon, efforts are directed at recruiting beginning teachers and outstanding teachers presently employed in other districts. A representative visits schools of education to obtain the names of the best students. Outstanding educators in other districts are identified. All those identified are invited to visit the district for an interview. The interview primarily provides information on personality, philosophy, voice, and physical characteristics. The interview should not be a cross-examination; rather it provides a way for the district representative and the candidate to learn about each other. Because high-potential candidates want opportunities for extensive staff development program is important in attracting extensive staff development program is important in attracting good teachers. Unique components of the West Linn staff development program are a professional development fund of \$125 per teacher for nontraditional learning experiences and a college credit course for new staff tied to the district curriculum and supervision program. The district plan to attract and hold good teachers must finally focus on the very critical decision of granting tenure routinely or only to those who are gifted. (Author/JM)

ED 207 143 EA 013 850

Kauffman, Sandra D.
What Should Your Board Expect from Its Professional Staff?

Pub Date—Apr 81

Note—11p; Paper presented at the Annual Meeting of the National School Boards Association (41st, Dallas, TX, April 11-14, 1981).

Pub Type—Speeches/Meeting Papers (150) — Guides - Non-Classroom (055) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Role, Board Administrator Relationship, Board of Education Role, Communication (Thought Transfer), Elementary Secondary Education, Organizational Communication, Public Relations, School Community Relationship, *Superintendents, Teacher Administrator Relationship

The superintendent is a crucial determinant in the performance of a district's professional staff. A good working relationship between the board and the superintendent is essential; they must realize they are, respectively, the lay members and the professional member of the same team. The superintendent is responsible for informing the board, acting on its decisions, initiating the formation of new policy and

the review of old policy, implementing policy, and directing and coordinating the broad aspects of personnel, finance, curriculum, pupil services, building and grounds operation, transportation, and public relations. In addition, he or she must be the model for other administrators in the district. The most important part of a superintendent's job is knowing how to make effective use of staff, including choosing good staff, trusting and delegating to them, holding them accountable, and giving them credit for their accomplishments. Paramount to the success of public education today is the ability of the superintendent to communicate—with all the publics in the district, with the board, with staff, and with students. Newsletters help in this effort. The news media must be treated as an ally. In sum, the quality of the school district is a reflection of the superintendent of schools. (Author/JM)

ED 207 144 EA 013 853

King, Kenneth D.
How to Deal with Teacher Stress and Burnout.

Pub Date—Apr 81

Note—10p; Paper presented at the Annual Meeting of the National School Boards Association (41st, Dallas, TX, April 11-14, 1981). For a related document see EA 013 854.

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Boards of Education, *Coping, Elementary Secondary Education, *Stress Variables, *Teacher Burnout

Burnout and stress are nation-wide, cross-cultural, and multi-occupational afflictions. Stress can be a friend or a foe. It can energize and motivate people or it can lead to physical and mental distress, unhappiness, and, in extreme cases, death. Teachers have identified a number of factors that contribute to their stress and burnout. They are a lack of voice in professional decisions, little chance of advancement, public dissatisfaction with the schools, fiscal problems that mean reduced salary increases and fewer teaching materials, discipline problems in the schools, lack of rewards for good teachers, increases in required paperwork, and involuntary transfers and transfer request denials. School districts can help teachers by creating a task force to identify the tangible and intangible aspects of teaching that create stress in their particular districts. The task force should be created by the school board, be given a specific period of time in which to complete its task, be staffed with people who have the respect of the educational community, and be provided with operating funds and administrative and clerical support. (Author/IRT)

ED 207 145 EA 013 854

Bimes, Beverly J.
[Dealing with Teacher Stress and Burnout.]

Pub Date—Apr 81

Note—6p; Paper presented at the Annual Meeting of the National School Boards Association (41st, Dallas, TX, April 11-14, 1981). For a related document, see EA 013 853.

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Coping, Elementary Secondary Education, Self Concept, *Stress Variables, *Teacher Burnout

Identifiers—Time Management

There are practical steps that board members can take to prevent the waste of teacher power that results from burnout. These steps involve teacher renewal, effective time management, and creative inservice programs that promote continued professional growth. The first step in teacher renewal is to help teachers increase their self-knowledge and free themselves from their psychological bonds. This can be cost-free. All that is necessary is provision of time for teachers to talk through their frustrations together and to complete a self-assessment worksheet to share with each other. Once teachers have looked at themselves, it is easier for them to look at their time management skills. By answering a series of questions about the way they use time, teachers can see alternatives that help them reduce stress. The vitality that can be regained through increased activities for self-knowledge and time management can be furthered through meaningful inservice workshops. New thinking about inservice programs is essential. The key to keeping teachers in the classroom is in helping them gain control of their lives. (Author/IRT)

ED 207 146

EA 013 856

Baird, James

Preparing for Collective Bargaining: The Players and the Game Play (an Introductory Approach).

Pub Date—14 Apr 81

Note—25p.; Paper presented at the Annual Meeting of the National School Boards Association (41st, Dallas, TX, April 11-14, 1981).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Role, *Board of Education Role, Boards of Education, *Collective Bargaining, Elementary Secondary Education, Government Employees, *Planning

Identifiers—*Management Bargaining Teams

In preparing to discuss the roles of administrators, board members, and the negotiator in school collective bargaining, the author lists his "tried and true" principles and outlines the differences between bargaining in the public and private sectors. An important difference between the two kinds of bargaining is that school board members, unlike corporate boards, are the weakest part of the bargaining team because they lack experience in bargaining. Because of this inexperience, administrators and negotiators must spend a lot of time educating them. Other major differences between private and public bargaining include the presence of third-parties (reporters and the public, for instance), supervisors with ambivalent loyalties, and no-strike provisions. Preparation is a key element in successful bargaining. Preparation includes choosing the bargaining team, meeting with and involving supervisors, reviewing the old contract, preparing a strike contingency plan, creating appropriate ground rules, and drawing up management's demands. Once bargaining is underway, the management team should receive and review the teachers' demands, present its own demands, rank both sets for how seriously each side values them, and bargain on the "easy" provisions first. It is important that the bargaining team act professionally and that the negotiator keep his or her word. (Author/IRT)

ED 207 147

EA 013 857

Black, John C.

How to Improve and Evaluate the Principal's Performance.

Pub Date—Apr 81

Note—8p.; Paper presented at the Annual Meeting of the National School Boards Association (41st, Dallas, TX, April 11-14, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Evaluation, Elementary Secondary Education, *Evaluation Methods, *Merit Pay, *Principals, Program Descriptions

The Keystone Oaks school district uses an administrative salary plan based on merit. First implemented in the 1975-76 school year, the plan has been revised and refined each year since and has produced measurable improvement in performance. Each administrative position in the district has a job description that was developed cooperatively by the administrator holding the position and the assistant superintendent. Each item in the job description has 10 Key Results Areas (KRAs) that list what must be done to insure that the item is satisfactorily performed. Increases in salary are based entirely on this evaluation. The assistant superintendent evaluates all the administrators during meetings that take place three times a year (August, January, and May), when changes in job descriptions and KRAs can be made. Great weight is placed on documentation to support the administrator's self-evaluation which he or she gives during the May meeting. At the end of the 1980-81 school year the school board (which approves the reward system each year before it sees individual evaluation reports) gave salary increases only to those administrators who scored 3.5 or better on a six point scale. Administrators scoring below that level did not even receive cost-of-living adjustments. A few outstanding administrators received 11 percent raises while the group average was 9.5. (Author/IRT)

ED 207 148

EA 013 859

Wilhelms, Edward W.

Trends in Urban School Desegregation.

Pub Date—Apr 81

Note—12p.; Paper presented at the Annual Meeting of the National School Boards Association (41st, Dallas, TX, April 11-14, 1981).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Court Litigation, Court Role, *Desegregation Methods, Elementary Secondary Education, Federal Courts, School Desegregation

Identifiers—*Metropolitan Desegregation Plans, *Missouri (Saint Louis County)

The author uses the experience of the Ferguson (St. Louis County, Missouri) school district to raise questions about the implications of an apparently successful attempt to eliminate the distinction between "de facto" and "de jure" desegregation. Growing out of litigation begun in 1972, the U.S. District Court in 1975 ordered into effect a state plan requiring the Ferguson school district to annex two adjacent districts in order to implement desegregation in those districts. The purpose of this order was to correct an injustice done in 1937 when the other two districts were founded, despite Ferguson's allegation that it was an innocent party. That desegregation effort has been successful and the schools have been returned to local control. Now, however, Ferguson is faced with being part of a desegregation effort aimed at the St. Louis city schools but which attempts to involve all school districts in the metropolitan area. The legal argument is that the state imposed the segregation and the state must resolve it. The state has been ordered to take remedial action through or against the county districts, even those not a party to the case. This trend toward unlimited metropolitan desegregation calls into question the equal protection rights provided by the fourteenth amendment. (Author/IRT)

ED 207 149

EA 013 860

Belnap, W. Dean

Child Abuse and Neglect: Public Education's Role in Identification and Prevention.

Pub Date—Apr 81

Note—13p.; Paper presented at the Annual Meeting of the National School Boards Association (41st, Dallas, TX, April 11-14, 1981).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Child Abuse, *Child Advocacy, Childhood Needs, Elementary Secondary Education, Intervention, School Role

Identifiers—Children's Rights

When there is evidence of severe child abuse or neglect, the school must be the child's advocate and defender. Basically, child advocacy is concerned with identifying and correcting ongoing practices and policies that violate legal and human rights or that are seriously harmful to children. The main targets are the institutional barriers that prevent individuals from getting the help they need. Advocacy assumes that people have certain basic rights or entitlements; that these rights are definable and enforceable by statutory, administrative, and judicial means; that advocacy is inherently political, and that it is sensitive to the reality that the people on whose behalf advocates work are not taken seriously by those who serve them. The goal of child advocacy is to make it possible for families to raise children the way they see fit. Advocates are not trying to say what is right for the child, but are trying to check the power that decision-makers now have over children's lives. The implications for advocacy are apparent. By removing the obstacles to growth for parents as well as for children, parents become sensitive to their children's needs and serve as advocates for them. (Author/IRT)

ED 207 150

EA 013 863

Handler, Janet R.

Views of Students and Parents Regarding Important Discipline Problems, Influences, and Corrective Actions: A Follow-up Study.

Pub Date—Mar 81

Note—88p.; For related documents, see EA 013 698 and EA 013 864. Last 3 pages may be marginally legible due to small print.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Behavior Problems, *Discipline, Discipline Problems, Elementary Secondary Education, *Parent Attitudes, Questionnaires, State Surveys, *Student Attitudes, Tables (Data)

Identifiers—Tennessee

This study was designed to determine parent and student perspectives on school discipline in Tennessee schools and is parallel to an earlier study that examined the opinions towards discipline of teachers, administrators, and other school personnel. The sample includes nearly 1,300 students from three districts representing rural, small city, and large city school systems. The key purposes of the study were to identify the extent and nature of discipline problems as perceived by students and parents, to determine which problems concern these groups, to identify what the groups think are the conditions that cause or influence discipline, and to determine their views on solutions either currently in use or recommended. The study concludes that parents and students do not regard discipline as serious a problem as it is generally thought to be. Parents and students both see apathy and lack of interest as the most important school problems. Students perceive out-of-school factors as having the most influence on discipline problems. Students and parents agreed on both the most prevalent methods of dealing with discipline problems (sending students to the principal and using corporal punishment) and on preferred methods (correcting students privately and having teachers signal students that they are aware of a problem). (Author/IRT)

ED 207 151

EA 013 864

Belson, Jerry J. And Others

A Study of School Discipline in Tennessee.

Tennessee Univ., Knoxville. Coll. of Education.

Pub Date—May 79

Note—126p.; For related documents, see EA 013 698 and EA 013 863.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Administrator Attitudes, Behavior Problems, *Discipline, Discipline Problems, Elementary Secondary Education, Questionnaires, State Surveys, Tables (Data), *Teacher Attitudes

Identifiers—Tennessee

A questionnaire was developed, pilot tested, and then administered to approximately 4,000 Tennessee teachers, administrators, and other school personnel to determine their views on which discipline problems seem most significant, the conditions or influences related to the problems, the most appropriate approaches for solving discipline problems, the extent and nature of the problems, and the relationship of these problems to various demographic characteristics. The data were analyzed in terms of the entire sample, on the basis of nine school classifications, and with respect to demographic variables. Responses to open-ended questions were also examined. Results indicate that two passive behaviors (inattention and apathy) and two active behaviors (talking out of turn and overactive behavior) were the major concerns. Out-of-school factors, especially improper training at home, were seen to be associated with discipline problems. The most appropriate methods of dealing with the problems were to have parent or student conferences. Discipline was judged to be a more serious problem now than it was 10 years earlier, but it did not seem to be as severe in Tennessee as it is reported in several national studies to be elsewhere. (Author/IRT)

ED 207 152

EA 013 868

Lawton, Stephen B. McLean, Robert S.

Use of Computers for Instructional Purposes in Ontario Schools.

Spons Agency—Ontario Inst. for Studies in Education, Toronto.

Pub Date—Aug 80

Note—34p.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Access to Education, *Class Activities, *Computers, *Educational Equipment, Elementary Secondary Education, Foreign Countries, Questionnaires, Tables (Data)

Identifiers—Ontario

A survey undertaken in June 1980 sought to determine the types of computers used for instructional purposes in the Ontario schools. A brief questionnaire was sent to elementary and secondary schools, both public and private. The study revealed

that the present use of computers in instruction is confined almost exclusively to secondary schools. Seventy-four percent of the responding secondary schools reported using computers for instructional purposes, though the percentage varies widely by region. Use of computers is highest in the most populous regions and is also related to school enrollment. The elementary schools reported using only micro computers, but at the secondary level all types of computers proved popular. A primary recommendation of the study is the establishment of more uniform access to computers in secondary schools. Decisions about the type of computer provided must be based upon individual schools' needs and resources. Appended are a sample questionnaire and tables presenting survey results. (Author/WD)

ED 207 153 EA 013 871

Stephens, Mary Forest, Robert

Democratic Leadership by Managing Meetings for Effective Group Decision-Making.

Pub Date—Apr 81

Note—48p.

Pub Type—Opinion Papers (120) — Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrator Role, Conflict Resolution, *Decision Making, *Democratic Values, *Leadership, Leadership Styles, *Meetings, Planning

Identifiers—*Consensus, Delphi Technique, Nominal Group Technique, *Participative Decision Making

Instrumental to successful democratic leadership is the use of committees to solve management problems. In democratic leadership, a leader encourages participation and uses a guidance approach to direct a group toward consensus. This document offers leaders guidelines in effective democratic management of meetings. The authors first discuss the decision to hold a meeting, noting that meetings are best held to gain acceptance of a decision, draw on expertise, or coordinate follow-up activities. They then review planning for meetings, including agenda preparation, participant selection, and physical arrangements. Guidelines are listed for leading and evaluating meetings, chairing committees, and handling nonparticipants and hecklers. Conflict in meetings is examined; the authors recommend dealing with it early and openly, preferably through consensus. They point out the dangers of "groupthink," or excessive likemindedness, and describe both its symptoms and techniques for counteracting it, such as the Delphi and nominal group techniques. An appendix presents the Consensus Management Readiness Test, which allows leaders to compare their current administrative styles with democratic leadership. (Author/RW)

ED 207 154 EA 013 875

Oregon Early School Leavers Study, Oregon State Dept. of Education, Salem.

Pub Date—80

Note—48p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Dropout Characteristics, Dropout Rate, *Dropout Research, *Dropouts, Interviews, Secondary Education, State Surveys

Growing concern over the high percentage of students leaving the Oregon public schools before graduation led to this study, which attempted to determine the activities and plans of early leavers and their reasons for leaving school. Telephone interviews were conducted with leavers in September 1980 in five geographic regions of the state. Limitations to the study include schools' differing definitions of early school leavers and uncertainty about the extent to which respondents were representative of the leavers who could not be reached. The report presents response data from the sample interviewed and makes the following recommendations for further research: (1) develop a more precise definition of early school leavers; (2) gather data from relevant groups not reached by this exploratory study; (3) follow up on this study's respondents; (4) use more restrictive sampling specifications; and (5) explore the relationship of a selected list of factors to the early school leaver problem. Appended are statewide net enrollment data from 1952 to 1980, a list of participating districts and schools, and the interview questions and coded responses. (WD)

ED 207 155 EA 013 882

Some Alternatives to School Discipline: Parental Liability and Restitution. A Legal Memorandum. National Association of Secondary School Principals, Reston, Va.

Pub Date—May 81

Note—9p.

Available from—NASSP, 1904 Association Drive, Reston, VA 11091 (\$0.50).

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrator Role, Behavior Problems, Court Litigation, Delinquency, *Discipline Policy, *Discipline Problems, Elementary Secondary Education, Expulsion, Legal Responsibility, Parent Participation, *Parent Responsibility, *Punishment, Suspension

Identifiers—*Restitution

Suspension is often an inappropriate remedy for discipline problems since the students being suspended are inevitably those who most need to be retained in school. Other discipline methods that reinforce positive behavior warrant the consideration of school and civil authorities. Restitution, which allows juveniles to compensate for damages they have caused, is one approach that has gained favor in juvenile courts. It is particularly successful in cases of property damage. However, under the equal protection clause of the Fourteenth Amendment, administrators of such a program may not arbitrarily determine who should or should not be admitted. Guidelines have been developed in some areas to insure nondiscriminatory placement. Another approach to discipline is parent liability. Under certain circumstances, parents can be held financially responsible for their children's intentionally destructive acts. Since it is difficult to establish a causal connection between parents' behavior and the harm caused by their children, many states have enacted "no fault" parent liability statutes, hoping to encourage parents to supervise their children more carefully. School administrators should always make efforts to involve parents in discipline problems and seek the cooperation of local civil authorities in cases of serious, intentional harm to persons or property. (WD)

ED 207 156 EA 013 883

Moynahan, Martha Jo Probst

Staff Development: The Key to Successful Desegregation/Integration Implementation.

Pub Date—Jun 81

Note—33p.

Pub Type—Reference Materials - Bibliographies (131) — Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrator Attitudes, Elementary Secondary Education, Faculty Integration, Glossaries, *Inservice Education, *Magnet Schools, Racial Attitudes, *School Desegregation, *Staff Development, Teacher Attitudes

To examine the role of staff development in implementing desegregation programs, the author annotates 39 publications from which she draws conclusions on the kinds of inservice staff education needed. Preceding the annotations is a glossary of 40 terms used in the literature. Four annotated publications describe teacher and principal behaviors and school district situations in which desegregation was unsuccessful due to lack of staff preparation. Successful examples of desegregation are presented in 12 annotations, illustrating how school staffs were trained to handle desegregation. Seven further annotated publications focus particularly on magnet schools' success in desegregation and on their greater use of inservice staff development. Finally, the author annotates 16 publications discussing the types of staff training conducive to successful desegregation. The author concludes that inservice education helps sensitize school staffs to the interpersonal and attitudinal problems in desegregation. She recommends that teachers and principals be trained in human relations, multicultural education, curriculum, management and discipline, and community participation. (Author/RW)

ED 207 157 EA 013 884

Mervide, James

Student Absenteeism: Causes, Effects, and Possible Solutions.

Pub Date—15 Jun 81

Note—50p.

Pub Type—Information Analyses (070) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Annotated Bibliographies, *Attendance, Elementary Secondary Education, Institutional Characteristics, Parent Participation, Predictor Variables, Public Agencies, School Counseling, School Organization, Student Characteristics, *Truancy

Student absenteeism is a major concern for elementary and secondary school educators. This paper annotates 59 articles and reports dealing with the causes of, effects of, and solutions to student absenteeism. A brief glossary first defines 14 terms used in the literature. The author then surveys 14 publications on the causes of absenteeism, distinguishing student-level causes, such as personal characteristics or backgrounds, from school- and societal-level causes like school organization, teacher skills, peer pressure, or community values. Seven annotated publications on the effects of absenteeism show that it hurts both students' academic achievement and the school, where it can cause time loss and morale problems. Lastly, the author annotates 38 publications discussing six kinds of solutions to absenteeism, including punitive plans, parental involvement programs, student-centered agreements, counseling approaches, community agency programs, and nontraditional methods like open campuses or special classes. The author concludes that absenteeism has many causes and effects, but that the solutions suggested yield mixed results, depending upon the specific circumstances and the educational philosophy used. (Author/RW)

ED 207 158 EA 013 886

Hargrove, Erwin C.

The Search for Implementation Theory.

Pub Date—May 81

Note—36p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Federal Programs, Federal Regulation, Hypothesis Testing, Politics, *Program Implementation, *Theories

Identifiers—Distributive Programs, Redistributive Programs, Regulatory Programs, *Theory Development

A theory of policy implementation, as opposed to policy results, would allow analysts to estimate how government programs would actually work. To help achieve such a theory, a general framework is presented along with testable propositions about the implementation of federal programs. Implementation is defined as including two components: the statutorily required actions must be carried out, and such actions must encompass both formal compliance and the necessary organizational routines. Previous implementation theory was not historically rooted and did not cover all relevant factors. The present propositions use as their framework a typology of federal programs into distributive policies, regulatory policies, and redistributive policies. Twenty propositions are discussed—six each for distributive and regulatory programs and eight for redistributive programs. The propositions touch on the programs' support patterns, bureaucratic requirements, methods of implementation, corruption problems, target populations, goal ambiguity, and internal regulation. The propositions are middle range, bounded within history by contemporary U.S. culture and based on assumptions about American politics. Yet analysts can test them by predicting program consequences or suggesting changes in program strategies or management techniques. (Author/RW)

ED 207 159 EA 013 887

Morrill, Robert W. And Others

Discriminating Between Parent and Teacher Perceptions of an Alternative School.

Pub Date—80

Note—22p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Elementary Secondary Education, *Nontraditional Education, *Parent Attitudes, Parent Participation, Private Schools, *Teacher Attitudes

Identifiers—Virginia (Roanoke)

A questionnaire survey of parents and teachers at a small, private alternative school in Roanoke, Virginia, compared the two groups' attitudes toward and perceptions of the school. Data were gathered from 27 past teachers and 60 past and present parents at the school on their age, sex, educational experience, number of children at the school, teaching experience, perceptions of the school's differences from traditional education, and satisfaction with the school's performance. Stepwise discriminant analysis allowed the two groups to be clearly distinguished in terms of their attitudes toward the school. The results showed that parents saw this alternative school as less different from traditional schools than did the teachers. Further, parents were more satisfied than the teachers with the school and its philosophy, their own participation in the school, and the children's academic and personal progress. (RW)

ED 207 160 EA 013 895

Kirst, Michael W.

The State Role in Education Policy Innovation. Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.

Spons Agency—Center for Advanced Study in the Behavioral Sciences, Stanford, Calif.; Ford Foundation, New York, N.Y.

Report No.—IFG-PP-81-C1

Pub Date—Apr 81

Note—43p.

Available from—Institute for Research on Educational Finance and Governance, School of Education, Stanford University, Stanford, CA 94305 (free).

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Court Litigation, Educational Policy, Elementary Secondary Education, *Finance Reform, Fiscal Capacity, Networks, *Power Structure, State Courts, State Legislation, *State School District Relationship

Identifiers—Equity (Education), Ford Foundation, Network Analysis, *Policy Issue Networks, Tax Limitations

During the 1970s the states greatly increased their role in educational policy innovation at the expense of local school districts. Previously, the states had varied widely along the spectrum of centrism versus localist control; they had been strongest only in such traditional areas as attendance, accreditation, and school facilities regulation. The growth of state control in the 1970s resulted chiefly from increases in states' fiscal and institutional capacity to regulate education and from the activities of interstate "policy issue networks." School finance reforms provide an example of the effects of one such network on state control. Non-profit organizations, lawyers, and technical assistance groups, linked and backed by the Ford Foundation and the National Institute of Education, won numerous state court battles that forced state legislatures to fund programs for educational equity. Besides finance reform, increases in state control also affected special needs programs, bilingual education, and minimum competency requirements. State control may have become excessive in the 1970s; however, data are lacking to assess the effects of state influence. State control is unlikely to continue expanding in the 1980s, as tax revolts will limit state spending. (RW)

ED 207 161 EA 013 896

Hansot, Elisabeth Tyack, David

The Dream Deferred: A Golden Age for Women School Administrators.

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—IFG-PP-81-C2

Pub Date—May 81

Grant—OB-NIE-G-80-0111

Note—50p.

Available from—Institute for Research on Educational Finance and Governance, CERAS Bldg., Stanford University, Stanford, CA 94305 (\$1.00). Pub Type—Historical Materials (060) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrative Organization, *Administrators, Educational History, Elementary Secondary Education, *Employment Opportunities, *Females, Retrenchment, *School Administration, *Sex Discrimination, Sex Stereotypes, Social Change

Despite contrary predictions, men have retained their near-monopoly of top positions in educational administration and have even replaced women where they had gained a toehold, as in elementary principalships. The pattern in education follows that in many complex white-collar organizations; horizontal and vertical segregation of male and female jobs systematically limits opportunities for women, with the result that women form the bulk of the work force and men serve as bosses. This situation can be explained by the character of organizations and their shaping of the behavior of members and by male hegemony in society as a whole. In school administration, men are most likely to be found in positions with the greatest power, pay, and prestige and in jobs requiring supervision of other males. As teaching principalships declined in elementary schools, for example, and became full-time administrative positions, the percentage of women principals declined markedly. Current educational retrenchment bodes ill for prospective women administrators. Males will probably hold on to their present positions and new openings will be more restricted. Bringing about lasting change will require persistent effort at the individual, organizational, and broader social levels. (Author/WD)

ED 207 162 EA 013 898

Hanushek, Eric A.

Sources of Black-White Earnings Differences.

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—IFG-PP-81-B7

Pub Date—Jun 81

Grant—OB-NIE-G-80-0111

Note—40p.

Available from—Inst. for Research on Educational Finance and Governance, CERAS Bldg., Stanford University, Stanford, CA 94305 (Pub. Code 81-B7; \$1.00).

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Black Employment, Black Population Trends, *Blacks, Comparative Analysis, Educational Background, Human Geography, Job Skills, Labor Market, *Racial Discrimination, *Salary Wage Differentials, *Whites

The panoply of possible factors contributing to the observed earnings differences between blacks and whites exceeds current analytical abilities. Thus, this paper concentrates on a limited range of factors: skill differences among workers, geographic location (or labor market), and race. Skill differences are measured by schooling and experience levels. The analysis allows for interactions with specific labor markets instead of averaging across different labor markets and uses data from the Public Use Samples of the 1970 census to estimate the three factors being examined. The study indicates that differences in regional geographic location of black and white workers have a rather modest effect on aggregate earnings differences. Differences in schooling and experience, when isolated, could account for 11 to 14 percent of the earnings gap between races. However, if schooling and experience levels are held constant, 90 percent of the earnings gap would be closed if the groups were equally rewarded for their skills. Because of limited information about skill differences among workers, it is not possible to conclude that the earnings differences are caused solely by discrimination. A substantial portion of the measured differences could be explained by qualitative differences in schooling and experience. (Author/WD)

ED 207 163 EA 013 899

Wolfe, Barbara L.

School Outcomes of Chronically Ill Children and Their Siblings: A Multivariate Approach.

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—IFG-PR-81-B6

Pub Date—Jun 81

Grant—OB-NIE-G-80-0111

Note—36p.

Available from—Institute for Research on Educational Finance and Governance, CERAS Bldg., Stanford University, Stanford, CA 94305 (\$1.00). Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Attendance, Elementary Secondary Education, Institutional Characteristics, *Mental Health, *Outcomes of Education, *Physical Health, Socioeconomic Background, Student Characteristics, *Students Identifiers—New York (Rochester)

Researchers use data from a longitudinal child health survey in Rochester (New York) to investigate the relationship between chronic poor health and school outcomes among children. A model is presented that relates educational outcomes—academic achievement, intelligence test results, and attendance—to children's health and other personal characteristics, family socioeconomic background, and a number of school characteristics. Statistical analysis using simultaneous linear equations confirms that health factors do affect school outcomes, but that the effect varies with the type of health problem. Attendance is reduced by those illnesses that restrict strenuous activity or that interfere with peer or school interaction. In turn, decreased attendance tends to lower achievement. Chronic psychological problems, however, reduce achievement but do not lower attendance; and chronic physical problems tend to increase achievement. Special classes or tutoring for chronically ill children seem to raise academic achievement only for those younger than around eight years old. (Author/RW)

ED 207 164 EA 013 900

Cooke, Robert A. Rousseau, Denise M.

Problems of Complex Systems: A Model of System Problem Solving Applied to Schools.

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—IFG-PR-81-B5

Pub Date—May 81

Grant—OB-NIE-G-80-0111

Note—37p.

Available from—Institute for Research on Educational Finance and Governance, CERAS Bldg., Stanford University, Stanford, CA 94305 (Pub. Code 81-B5; \$1.00).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC32 Plus Postage.

Descriptors—Academic Achievement, Decision Making, *Educational Resources, Elementary Secondary Education, Expenditure Per Student, *Group Structure, *Input Output Analysis, Job Performance, Job Satisfaction, Organizational Communication, Organizational Theories, *Problem Solving, School Organization

Identifiers—Michigan, Participative Decision Making

Research of 25 Michigan elementary and secondary public schools is used to test a model relating organizations' problem-solving adequacy to their available inputs or resources and to the appropriateness of their structures. Problems that all organizations must solve, to avoid disorganization or entropy, include (1) getting inputs and producing outputs, (2) controlling inputs and outputs, (3) coordinating subsystems and allocating resources, (4) adapting to the environment, and (5) preserving the organization. The 25 schools' ability to solve these five problems was correlated with their inputs (expenditures per pupil), outputs (teacher job satisfaction and student scores on standardized tests), and structural characteristics (participative decision-making, vertical communication, and high performance norms). Data was provided by the schools and, through interviews and questionnaires, by a sample of 200 of the schools' teachers. Results indicate positive relationships among the schools' expenditures, their problem-solving adequacy, and those structural variables involving communication and performance norms. Problem-solving ability was in turn positively related to student achievement and teacher job satisfaction. (RW)

ED 207 165 EA 013 901

Hartman, William T. Haber, Theda R.

School Finance Reform and Special Education.

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—IFG-PR-81-A8

Pub Date—Jun 81

Grant—OB-NIE-G-80-0111

Note—42p.

Available from—Institute for Research on Educational Finance and Governance, CERAS Bldg.,

Stanford University, CA 94305 (\$1.00).

Pub Type—Opinion Papers (120)—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Disabilities, *Educational Finance, Elementary Secondary Education, *Finance Reform, Financial Policy, Financial Support, Income, Individualized Education Programs, Models, *Special Education, Special Programs Identifiers—Equity (Education), Serrano v Priest

An examination of school finance reform and special education finance issues is presented in this paper. It describes a general model of the educational finance system, in which state and federal general and categorical aid combines with district fiscal capacity to determine educational expenditures, which in turn affect educational programs and, in consequence, educational outcomes. School finance reform activities are then reviewed and the general model is used to highlight the aspects of the system at which reform efforts are being targeted and to make explicit the critical assumptions of the reform proposals. Finally, the special education finance subsystem is cast in terms of the educational finance model and the relationship of special education finance to general school finance is investigated. Particular attention is paid to the effects of recent changes in special education laws and to those areas in which additional study is needed. (Author/JEH)

ED 207 166

EA 013 902

Keith, Sherry

Politics of Textbook Selection.

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.

Spons Agency—National Inst. of Education

(DHEW), Washington, D.C.

Report No.—IFG-PR-81-A7

Pub Date—Apr 81

Grant—OB-NIE-G-80-0111

Note—53p.

Available from—Institute for Research on Educational Finance and Governance, CERAS Bldg., Stanford University, Stanford, CA 94305 (\$1.00).

Pub Type—Opinion Papers (120)—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Community Organizations, Elementary Secondary Education, Financial Support, *Instructional Materials, *Politics, Public Schools, *Publishing Industry, State School District Relationship, *Textbook Content, Textbook Publication, *Textbook Selection Identifiers—*Politics of Education

The process of determining textbook content and selecting textbooks for classroom use in public schools throughout America is highly political and raises many fundamental questions about the relationship between education as a social enterprise and other aspects of society—economic, ideological, political, and legal. This study focuses on three concerns: the relationship between textbook production, as the production of social knowledge, and the production of textbooks as commodities within a capitalist economy; the ways states are organized to determine and control textbook content and selection for public schools; and the relationship between the educational bureaucracy and the general public, including specific interest groups. A detailed discussion of the textbook publishing industry covers all aspects, from financing and conglomeration to editorial censorship. Selection of instructional materials is discussed in terms of state methods (centralized or decentralized), criteria, the adoption process, and school budgets. The consideration of external pressures on the selection process includes discussion of groups objecting to particular materials, strategies for influencing the use of instructional materials, and the qualities that make some materials objectionable. Appended is an evaluation summary for instructional materials in social science. (Author/WD)

ED 207 167

EA 013 905

Ginsburg, Mark B. Pearson, James P.

The Structure of Colleague Relations in an Urban Elementary School.

Pub Date—Jan 81

Note—17p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Dallas, TX, January 29-31, 1981).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Education, Group Dynamics, *Interprofessional Relationship, Sociometric Techniques, Status, Teacher Administrator Relationship, Teacher Attitudes, Teacher Background, *Teachers, Teaching Experience Identifiers—*Network Analysis

To investigate interpersonal communications networks within school staffs, researchers studied three aspects of teachers' relations with their colleagues in one urban elementary school. The three aspects included relaxing and chatting, consulting on student motivation, and consulting on student discipline. Through a sociometric questionnaire survey, data were gathered from all 36 staff members on their colleague relations, personal characteristics (such as sex, age, and marital status), teaching experience, status within the school's organizational hierarchy, attitudes toward student decision-making in class, and perceptions of school climate and of the principal's leadership qualities. The results indicated that the three aspects fell on a continuum from formal to informal colleague relations. Relaxing and chatting, at the informal end, occurred with colleagues of similar background, status, and perceptions of school climate and of the principal's leadership qualities. The results indicated that the three aspects fell on a continuum from formal to informal colleague relations. Relaxing and chatting, at the informal end, occurred with colleagues of similar background, status, and perceptions. Consulting on student discipline fell at the formal end, occurring with colleagues of higher status. Consultations on student motivation appeared around the midpoint of the continuum, occurring with colleagues of the same sex but of higher status. (RW)

ED 207 168

EA 013 906

Mosow, David K. Hewitt, Thomas W.

The Microcomputer and Management of the Time Bound Educational Program.

Pub Date—[80]

Note—8p.; Not available in paper copy due to light print of original document.

Pub Type—Reports - Descriptive (141)—Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Computer Oriented Programs, Elementary Secondary Education, Higher Education, *Management Information Systems, *Microcomputers, Program Evaluation, *Teacher Education

Identifiers—Computer Literacy

An example of the application of microcomputers to education, described in this paper, indicates the possibilities for their widespread use. Forecasters claim that microcomputers will be acquired by more and more individuals and families in the 1980s. This implies that schools will also make greater use of microcomputers, in computer-assisted instruction, school management, and training in computer literacy. At present, few teacher education programs are training their students in computer usage. A Teacher Corps project at the University of South Alabama uses microcomputers both to train its students in computers and to help manage the project. As a time-bound program, the project must meet its objectives before its funding ends. Data on staff activities, entered into a microcomputer by staff members, allows the managers to monitor progress toward project objectives, analyze where staff effort is going, and decide which objectives need more staff time. Because of the project, the university and the local school system have broadened or have investigated further their use of microcomputers in both instruction and management. (RW)

ED 207 169

EA 013 907

Trivierio, Louis E.

Once Established, What Techniques Work Best for Monitoring the District?

Pub Date—13 Apr 81

Note—8p.; Paper presented at the Annual Meeting of the National School Boards Association (41st, Dallas, TX, April 11-14, 1981).

Pub Type—Speeches/Meeting Papers (150)—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Athletics, Board of Education Policy, *Budgets, Elementary Secondary Education, Expenditures, Financial Policy, *Money Management, *Recordkeeping, School Accounting Monitoring school budget expenditures is as important as budgeting. School boards should decide which broad financial policies will provide control

of expenditures, what financial tools to use in monitoring expenditures, and what areas outside of the budget should be monitored. A board's financial policy ought to deal with the line item transfers, fixed-charge transfers, year-end transfers and purchases, unanticipated income, revenue shortages, surplus funds, and the issue of whether budget items are defined as numbers of units used or numbers of dollars spent. Tools for monitoring expenditures should include reports on revenues, appropriations, cash, bills, and net worth. These reports should be submitted monthly. Besides the budget, other areas to be monitored should include school accounts, athletic funds (such as gate receipts), and cafeteria accounts. Cash revenues from such accounts should be deposited immediately, and the same financial controls should apply to them as apply to the rest of the budget. (RW)

ED 207 170

EA 013 908

Hall, Gene And Others

Implementation at the School Building Level: The Development and Analysis of Nine Mini-Case Studies.

Pub Date—Apr 80

Note—35p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrator Attitudes, Administrator Role, Case Studies, Change Strategies, *Curriculum Development, *Educational Innovation, Elementary Education, Longitudinal Studies, Principals, *Program Implementation, Teacher Attitudes

Identifiers—*Concerns Based Adoption Model, Jefferson County School District CO

As part of a district-wide longitudinal study of the implementation of a science curriculum innovation, researchers developed case studies of a sample of nine elementary schools in the Jefferson County School District, a large suburban system in Colorado. The study applied the Concerns-Based Adoption Model, which assumes that change is carried out by individuals in two general stages, the first involving stages of concern about the innovation, the second comprising levels of use of the innovation. Both quantitative and qualitative data were gathered, including survey assessments of teachers' concerns and use levels and ethnographic descriptions of the activities of district and school staff. Among the variables examined were teachers' attitudes and concerns, their previous experience with innovations, presence in the school of an innovation specialist, team teaching, school building architecture, students' socioeconomic status, and school principals' attitudes about the innovation. Analysis showed the nine schools fell into three groups, one concerned about managing the innovation, one concerned about the innovation's impact, and the last having a mixture of the two concerns. Principals' levels of support for the innovation and activities as change facilitators were the main factors determining the school's type of concern. (RW)

ED 207 171

EA 013 913

Rutherford, William L. Loucks, Susan F.

Examination of the Implementation of a Junior High School's New Approach to Discipline by Longitudinal Analysis of Change in Teachers' Stages of Concern and Levels of Use.

Pub Date—11 Apr 79

Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 8-12, 1979).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Change Strategies, Discipline, *Intervention, Junior High Schools, Longitudinal Studies, *Program Implementation, *Research Methodology, Teacher Behavior

Identifiers—*Concerns Based Adoption Model, Levels of Use of the Innovation, Stages of Concern about the Innovation

This paper describes how individual teachers, who were the target of an implementation effort, changed over a two-year period in their use of and concerns about a new approach to discipline. The main focus of this paper is the measurement of the change process, in contrast to other papers that describe the change effort and analyze the interventions made. Two variables used to monitor changes in individuals involved in the implementation effort

are major dimensions of the Concerns-Based Adoption Model (CBAM): Stages of Concern About the Innovation (SoC) and Levels of Use of the Innovation (LoU). SoC data were collected six times and LoU data five times. Changes in teacher concerns and use levels over the course of the implementation effort were measured and analyzed for the 42 teachers who had participated in the program throughout its two-year duration. The findings report (1) changes in the variables (LoU and SoC) of the entire sample between data collection periods; (2) how changes in the variables of teachers who eventually became nonusers of the program differ from those who remained users; (3) differences in the variables between different teaching teams; and (4) patterns in the changes in the variables of the individuals within the sample. (Author/MLF)

ED 207 172 EA 013 914

Becker, Wesley C. And Others

Design and Measurement Issues in Follow Through Research.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—79

Contract—RF78-101

Note—37p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Achievement Tests, Analysis of Covariance, Control Groups, Disadvantaged Youth, Educational Research, Elementary Education, Federal Aid, Followup Studies, Measurement Techniques, Models, Outcomes of Education, Preschool Education, *Program Effectiveness, *Program Implementation, *Research Design, *Research Needs, *Research Problems, Statistical Analysis Identifiers—*Project Follow Through

The focus of future Follow Through research should be oriented toward showing what can be done in order to offer information to both federal and local planners on which systems of curriculum design, classroom management, and parent involvement appear to be most effective. To assure this goal, the issues of program efficacy and implementation should be experimentally isolated in the next phase of Follow Through research. Separate studies should be conducted to explore effective implementation strategies in big cities. The new Follow Through design would include improvements over the former design: more care in selecting local comparison groups; better assessment of entry performance of children; and assessment of implementation processes in Follow Through and control classrooms. Within this design, separate component analysis studies are needed. Appendix I details potential component analysis studies. There is also a need for Follow Through to be extended into grades 4 through 6, and for selected sponsors to demonstrate solutions to issues in the intermediate grades. The best approach towards broad range assessment would be to administer a yearly test battery to all full-term Follow Through students and to conduct small scale longitudinal studies. (Author/MLF)

ED 207 173 EA 013 931

Rutherford, William L.

The Personal Interview: A Tool for Investigating and Understanding Change in Schools.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—28 Mar 78

Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Ontario, March 27-31, 1978).

Pub Type—Speeches/Meeting Papers (150) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adoption (Ideas), *Data Collection, Elementary Secondary Education, *Interviews, Program Implementation, Reliability, *Research Methodology, Teacher Attitudes

Identifiers—Levels of Use of the Innovation, *Procedures for Adopting Educational Innovations

Focusing on the use of the interview in the Procedures for Adopting Educational Innovations (PAEI) Project, this paper reports on the appropriateness of the interview as a research tool in change research and the types of information appropriate to its use. In this project, interviews are used to identify what an individual is doing, has done, or plans to do regarding an innovation. Interviews have been

used to determine levels of use (LOU) of the innovation (whether and how the innovation is being used). Results of testing with three different raters demonstrated that reliability of these self-reports is high. Correlation of interview results with ethnographic observations also resulted in a high correlation. In the PAEI Project, interviews also are important for measuring configurations (variations or modification) of an innovation. Because users will be reporting unique ways of using the innovation, the combination of a focused and open-ended interview is necessary. In order to determine which interventions have influenced the successful adoption of an innovation, an additional interview technique that combines the open-ended and the focused interview is being developed. PAEI researchers have concluded that the interview is a valuable research tool that can be an effective means of collecting needed data. (Author/JM)

ED 207 174 EA 013 932

Zigarmi, Patricia

The Implementation of a New Approach to Discipline in a Junior High School: A Case Study of Interventions During the Process of Change.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Report No.—R&DCTE-3082

Pub Date—79

Note—105p.; Some tables and figures may reproduce poorly due to light print of original document.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Change Agents, *Change Strategies, Demonstration Programs, *Discipline Policy, *Educational Innovation, Secondary Education, *Teacher Administrator Relationship, Teacher Attitudes

Identifiers—*Concerns Based Adoption Model, Reality Therapy

Attempting to document the manner in which interventions are planned and executed in public schools, this case study presents a two-year Teacher Corps Project in which the faculty members of a junior high school were required to change their approach to discipline using Glasser's Reality Therapy approach. Employing the Concerns-Based Adoption Model, in which participants' behaviors are classified by interventions, stages of concern, and levels of use, the study concludes that different interventions are required at different parts in the change process. Further, the study suggests that change facilitators should identify various innovation configurations prior to implementation of change; that it is important to set criteria for what constitutes use of the innovation; that there is a need to determine how much support is required for successful implementation to occur; that change facilitators need to make sure administrators have adequate training and understanding of the change process; and that it is important to choose a model for decision-making that fits the requirements and goals of the project. (JEH)

ED 207 175 EA 013 934

Rutherford, William L. Hall, Gene E.

Internal Support Structures for the Development of Autonomous Schools. Research on Concerns-Based Adoption.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Nov 79

Note—35p.; Paper presented at the International Seminar on Strengthening School Capacity for Change: Developing an Autonomous School (The Hague, Netherlands, November 21-23, 1979).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Change Strategies, Decentralization, Educational Change, *Educational Innovation, Faculty Development, Foreign Countries, *Institutional Autonomy, *Program Implementation, School Role, Secondary Education, Self Determination, Teacher Attitudes, Teacher Participation Identifiers—Concerns Based Adoption Model, *Netherlands, *Support Systems

Focusing on the development of autonomous secondary schools in the Netherlands, this paper analyzes a Dutch plan for such schools, poses questions, and makes suggestions concerning the plan's im-

plementation. Although requested to identify the characteristics of needed internal support structures (such as counseling or supplementary training for teachers), the authors instead describe how to establish an environment and set of procedures out of which needed support structures can emerge. The first section of the report analyzes the five-year plan Dutch officials have formulated for the development of autonomous schools. Several measures are recommended, including plans for responding to schools that do not become autonomous. The second section of the paper explains autonomous schools and internal support structures and recommends the separation of the two, with an initial focus on developing autonomous schools in which staff are free to request the support structures they feel are necessary. The third section offers theoretical perspectives on change, with an emphasis on the Concerns-Based Adoption Model. It then deals with the steps necessary to implement the autonomous school in real sites. A short concluding section looks at Dutch education as a whole and poses questions about the role of the school. (JM)

ED 207 176 EA 013 935

Galligan, Betsy J.

The Relationship of Principal's Leadership Priorities and Teachers' Classroom Management Skills.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—R&DCTE-6113

Pub Date—[80]

Contract—OB-NIE-G-80-0116

Note—45p.

Available from—Communication Services, R&DCTE, Education Annex 3.203, The University of Texas at Austin, Austin, TX 78712.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Classroom Techniques, Discipline, Junior High Schools, *Leadership Styles, *Principals, *Teacher Administrator Relationship Identifiers—Contingency Theories, *Path Goal Theory, Relationship Orientation, Task Orientation

Investigating the interaction of a number of complex variables, this study looked at whether the relationship between principal and teacher behavior involved an interaction among salient situational characteristics and principal leadership, as is proposed by the Path-Goal Theory. Specifically, researchers asked whether the relationship between the teachers' classroom management (as is evidenced by student disruptive, off-task, or other inappropriate behavior) and the principal's leadership emphasis (in the form of relationship-oriented or task-oriented behavior) is mediated by particular situational characteristics (in this case, subject matter taught and years of experience in the school). Subjects were 51 teachers and all principals from 11 junior high schools. Data were collected through teacher and principal questionnaires. In general, results confirmed the theoretical importance placed on contingency relationships by the Path-Goal Theory. All results involved an interaction between a leadership and a contingency variable. In addition, the results provided evidence that the two basic theoretical constructs of the Path-Goal Theory, relationship and task orientation, are meaningful in differentiating among leaders, although a reconceptualization of these constructs might be useful. (Author/JM)

ED 207 177 EA 013 936

Federal and State Actions Needed To Overcome Problems in Administering the Title XX Program. Report to the Congress by the Comptroller General of the United States.

Comptroller General of the U.S., Washington, D.C.

Report No.—HRD-81-8

Pub Date—29 Oct 80

Note—50p.

Available from—U.S. General Accounting Office, Document Handling and Information Services Facility, P.O. Box 6015, Gaithersburg, MD 20760 (First five copies are free, additional copies are \$1.00; checks should be made out to the "Superintendent of Documents").

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Day Care, Community Services, Contracts, *Federal Programs, Federal

State Relationship, Home Health Aides, *Older Adults, Social Agencies, *Social Services, *State Programs, Visiting Homemakers
Identifiers—California, Department of Health and Human Services, Maryland, New Mexico, New York, North Carolina, *Social Security Act Title XX

The results of a review by the United States General Accounting Office (GAO), this paper examines the Title XX Program of the Social Security Act and makes suggestions for its improvement. The Title XX Program provides funds to states to enable them to tailor social services programs to fit the needs of local communities. Such services are primarily for the elderly, such as home health aides or adult day care programs, but also include other services, such as child day care and delinquency prevention. The services are provided directly by public agencies or purchased from other agencies. Programs reviewed were offered in New York, Maryland, North Carolina, California, and New Mexico. The GAO found that most contracts awarded to purchase services under Title XX in four of the states visited were stated in such general terms that the states did not know what contractors were committed to deliver or whether commitments were met. The GAO recommends that the Secretary of Health and Human Services improve state contracting by encouraging the use of contracts based on unit prices or specific levels of service and prompt states that authorize elderly persons to hire their own home-maker and chore service providers to monitor the quality of services and assure that the required hours are delivered. (Author/JM)

ED 207 178 EA 013 937

Morris, Van Cleve And Others
The Urban Principal. Discretionary Decision-Making in a Large Educational Organization.
Illinois Univ., Chicago, Coll. of Education.
Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—81

Grant—NIE-G-79-0019

Note—239p

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—*Administrator Role, *Behavior, Board Administrator Relationship, *Decision Making, Ethnography, Information Utilization, *Interprofessional Relationship, *Principals, Public Relations, *School Administration, School Attitudes, School Community Relationship, Student School Relationship, Teacher Administrator Relationship, Vertical Organization
Identifiers—Chicago Public Schools IL

This ethnographic study of 16 Chicago school principals explores the principal's effect on students and teachers within the school; on parents and laymen in the community; on their superiors in the administrative hierarchy; and on themselves as career-oriented professionals. A brief literature review relates studies examining the principalship of elements of the current study. Both elementary and secondary principals were found to spend most of their time in principal-initiated contacts with staff, faculty, and students. These principals affected their schools by balancing stabilization and enhancement, transforming attitudes that opposed school policy, and controlling the climate to foster uninterrupted learning. In the community, the principals had to diplomatically shape parent expectations of the schools' capabilities. Principals' responses to their superiors ranged from ignoring orders to overt disobedience in order to protect staff morale. The principals often short-circuited the system and used superiors' incision to their schools' advantage. They shaped their jobs to suit their personal preferences and work styles. They relied more on one-to-one, face-to-face communications in contrast to businessmen who depend more on group meetings and written memoranda. This study also describes ways principals obtained and utilized professional information. (MMJ)

ED 207 179 EA 013 938

Quality Education in South Carolina's Public Schools: State Roles and Citizen Control. A Report on Seven Public Forums.
Southeastern Public Education Program, Columbia, S.C.

Pub Date—81

Note—56p; Funded By the South Carolina Committee for the Humanities.

Pub Type—Reports - Descriptive (141) — Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Board of Education Role, *Citizen Participation, Communication (Thought Transfer), Educational Objectives, Educational Policy, Elementary Secondary Education, *Public Opinion, *State Boards of Education, State Departments of Education, State Legislation, *State School District Relationship
Identifiers—Forums, South Carolina

Presented here are the concerns raised in a series of public forums held in seven South Carolina cities in January through March 1981. The purpose of the forums was to give citizens an opportunity to express their views on the state's efforts to strengthen the quality of education in South Carolina's schools. Participants were also given the opportunity to examine the roles they can play in helping to determine state educational policies that could benefit their schools. The forums were attended by parents, educators, staff members, board members, and administrators. Each forum is reported separately and is followed by a list of each school district problem and strength identified by forum participants. Issues identified and ideas expressed varied widely. Also included are the results of an opinionnaire identifying citizen views on methods to be used by the State Board of Education to improve communication with local citizens. Recommendations from the project director to the State Board of Education, General Assembly, and State Department of Education conclude the report. The appendix includes results of six State Department of Education "listening sessions" conducted to encourage citizens to express their ideas for improving the quality of South Carolina's schools. (Author/JM)

ED 207 180 EA 013 939

Pitkoff, Evan
In Search of Ways to Reduce Unnecessary Teacher Absenteeism.

Pub Date—23 Jul 81

Note—13p

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Board of Education Policy, Contracts, Educational Environment, Elementary Secondary Education, Leaves of Absence, Rewards, *Teacher Attendance, Teacher Characteristics, Teacher Discipline, Teacher Selection, Teaching Conditions

After suggesting that excessive teacher absenteeism is a growing problem, this paper summarizes research studies investigating teacher absences and makes recommendations based on the findings. The studies correlated teacher absences with a number of variables, including contractual (salary, benefits, and leaves), procedural (absence policy), environmental (working conditions or demographic data), and social (ways employees interact with fellow employees) variables. Recommendations include hiring teachers that research shows are less apt to be absent (those with good attendance records, who live close to work, and who agree with district educational philosophy); devising a credit or payment plan for unused absences; instituting departments or team teaching; maintaining an open school climate; including the teacher's attendance in yearly evaluations; giving attendance awards to teachers; requiring proof of illness; and requiring teachers to report absences to a supervisor. It is warned that each recommendation may have some drawbacks or may not be suitable for all districts. (JM)

ED 207 181 EA 013 940

VanGundy, Arthur B.
A Model of Crisis Decision Making in Organizations.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Sep 79

Grant—NIE-G-78-0165

Note—77p

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Administrator Attitudes, *Conflict Resolution, Decision Making, Elementary Secondary Education, Fear, Models, Principals, *Problem Solving, Time

Identifiers—*Crisis Management

Testing the validity of a model incorporating the "threat" factors in crisis decision-making, this study rested on the assumption that the threat of crisis decision-making stems from two sources: perceived effects of the crisis (stimulus threat) and perceived adequacy of capabilities for dealing with the crisis (response threat). Stimulus threat was predicted to

be based on certainty about decision outcomes and potential for loss. Response threat was predicted to be based on adequacy of available resources and prior experience with a similar crisis. It was also proposed that the relationship between stimulus and response threat and the eventual decision outcomes would be contingent upon time available. The model was tested using a laboratory study and a field study. In the laboratory study 104 students were given questionnaires containing hypothetical crisis situations. In the field study nine principals participated in interviews concerning real crisis situations. In general, results of the laboratory study produced only partial support for the model. Results of the interviews indicated that principals varied considerably about how threatening a situation must be to be considered a crisis, and that, in some cases, time was used as a resource. A number of other more specific findings emerged. (Author/JM)

ED 207 182 EA 013 945

School Facilities Development Procedures

Manual.

Washington Office of the State Superintendent of Public Instruction, Olympia.

Pub Date—May 81

Note—172p; For a related document, see EA 013 946.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Construction Costs, *Cost Effectiveness, *Educational Facilities Design, *Educational Facilities Planning, Elementary Secondary Education, Facility Guidelines, *School Construction, *State Standards
Identifiers—*Washington

Procedural and technical guidelines are offered for cost-effective planning and construction of new public school physical plant facilities for the state of Washington. The manual provides a chronological guide of the many phases of planning, financing, designing, constructing, maintaining, and operating school plant facilities. In addition, the services offered by the Division of Financial Services and the procedures required for obtaining state assistance from the Washington State Board of Education are explained. Intended recipients include school district officials and employees; design professionals; state, county, and city officials; and others interested in planning and constructing school buildings. The manual takes the form of sixteen individually bound chapters. (Author/MLF)

ED 207 183 EA 013 946

Value Engineering. Technical Manual. School Facilities Development Procedures Manual.

Washington Office of the State Superintendent of Public Instruction, Olympia.

Pub Date—Jun 81

Note—32p; For a related document, see EA 013 945.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Cost Effectiveness, *Educational Facilities Design, *Educational Facilities Planning, Elementary Secondary Education, *Life Cycle Costing, School Construction, State Standards
Identifiers—*Value Engineering, Washington

Value Engineering (VE) is a cost-optimizing technique used to analyze design quality and cost-effectiveness. The application of VE procedures to the design and construction of school facilities has been adopted by the state of Washington. This technical manual provides guidance in developing the scope and applicability of VE to school projects; in establishing standards of quality for VE studies; and in defining the level of effort required for successful VE studies. Information is supplied concerning the six consecutive steps involved in a VE study: (1) determining the need for a value engineering study, (2) modifying the design team's contract, (3) selecting the value engineering consultant, (4) negotiating the value engineering contract, (5) performing the value engineering study, and (6) submitting the final value engineering report. The manual contains three VE forms used to communicate between the office of the Superintendent of Public Instruction and the school district when value engineering is being contemplated or used. (Author/MLF)

ED 207 184 EA 013 951
Bidding Documents for Asbestos Abatement in Oklahoma Public Buildings.

Oklahoma State Dept. of Education, Oklahoma City.

Spons Agency—National Inst. for Occupational Safety and Health (DHEW/PHS), Cincinnati, Ohio.

Pub Date—Mar 81

Grant—1-R18-OH01049-01

Note—52p.; For a related document, see EA 013 952. Appendix M was removed due to illegibility. Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Bids, Elementary Secondary Education, Facility Improvement, Federal Regulation, Federal State Relationship, Insurance, Performance Contracts, *Public Facilities, *Records (Forms), *School Buildings, Specifications, State Standards, *Waste Disposal, Work Environment Identifiers—*Asbestos, *Oklahoma

All relevant specifications and forms for the removal of asbestos from Oklahoma public buildings are consolidated in this document. The specifications govern the entire procedure for asbestos removal beginning with solicitation for bids; contractor's responsibilities concerning date of completion, general cleanup, laying out work, wage scale, and liquidated damages if work is not completed when scheduled; bonds and affidavits; and prerequisites to final payment. The next section details the terms of the liability insurance the contractor must purchase and maintain, and cites other contractor obligations. The owner's liability and property insurance requirements are also listed. The appendices contain sample forms for a work contract; a work order; statutory, performance, and defect bonds; bid and invoice affidavits; and names and addresses of persons who must be notified of any asbestos renovation project and addresses where disposal permits may be obtained. In addition, the appendices contain Occupational Safety and Health Administration (OSHA) asbestos regulations and a section from the Asbestos Control Act of 1980 that describes in detail the procedures to be used when treating asbestos-containing materials. The last appendix discusses acoustical treatment and painting, where applicable. (MLF)

ED 207 185 EA 013 952
Asbestos Abatement in Oklahoma Schools.

Oklahoma State Dept. of Education, Oklahoma City.

Spons Agency—National Inst. for Occupational Safety and Health (DHEW/PHS), Cincinnati, Ohio.

Pub Date—Sep 80

Grant—1-R18-OH01049-01

Note—27p.; For a related document, see EA 013 951.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Educational Facilities Improvement, Elementary Secondary Education, Federal Regulation, *Safety, Safety Equipment, *School Buildings, State Standards, *Waste Disposal, *Work Environment

Identifiers—*Asbestos, *Oklahoma

The intent of this paper is to provide the information necessary to develop and implement an acceptable asbestos removal plan. The information is taken from current (September 1980) federal and state regulations and recommendations. The information describing asbestos removal operations is organized chronologically to simplify using this document as a guide in a step-by-step program for asbestos removal or encapsulation. Topics discussed include necessary notifications, permits, protective clothing and equipment, employee training, respirators, environmental air monitoring, medical examinations, record keeping, documentation, building occupancy, pre-renovation meetings, work area preparation, personnel decontamination, methods of asbestos stripping, and asbestos disposal. The appendices contain a letter from the state of New Jersey concerning encapsulation of asbestos; a list of 30 approved asbestos respirators and manufacturers' names and addresses; respiratory publications available; a suggested schematic representation of a typical decontamination unit for asbestos removal; and a list of asbestos resource personnel and contractors. (MLF)

ED 207 186 EA 013 956
Dearman, Nancy B. Plisko, Valena White

The Condition of Education: 1981 Edition. Statistical Report.

National Center for Education Statistics (ED), Washington, D.C.

Pub Date—81

Note—346p.; Not available in paper copy due to marginal legibility of much of original document. For a related document, see EA 013 957, and ED 188 304.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 065-000-00097-1; \$8.00). Pub Type—Books (010) — Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Access to Education, Curriculum, Disabilities, Educational Attainment, *Educational Finance, *Education Work Relationship, Elementary Secondary Education, *Enrollment Trends, Higher Education, *Outcomes of Education, Private Schools, Public Schools, *School Attitudes, *School Statistics, School Support, Special Education, Student Characteristics, Tables (Data), Vocational Education

In six chapters and 118 tables with interpretive charts, this annual report presents data on the American educational system, including its students, its personnel, and its larger social context. Among its many findings are that Hispanics and students in central cities showed the highest drop-out rates; that almost as many female as male high school students expect to go to graduate school; and that higher education costs did not grow appreciably as a percentage of median family income in the 1970s. The topics covered in the report include educational level, public or private control, educational broadcasting, educational participation and attainment, public concerns about education, school organizational structure, enrollment, curricula, financing, school performance, teacher salaries, access to higher education, graduates and degrees, vocational programs, educational status of the labor force, school-to-work transition, youth unemployment, and handicapped students and programs. The authors control for such variables as sex, age, ethnic group, rural/urban residence, geographic region, family socioeconomic and educational background, English language facility, student-teacher ratio, school size, and funding sources. Attached to the report are a cumulative index for the four annual reports from 1978 through 1981 and an appendix giving data sources and definitions of terms. (Author/RW)

ED 207 187 EA 013 965

Instructional Materials Approved for Legal Compliance. List #1.

California State Dept. of Education, Sacramento.

Pub Date—Apr 81

Note—223p.

Available from—Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 (\$3.50).

Pub Type—Legal/Legislative/Regulatory Materials (090) — Reference Materials - Bibliographies (131) — Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Art Materials, Bilingual Education, *Compliance (Legal), Dictionaries, Educational Resources, Elementary Secondary Education, English (Second Language), English Instruction, Health Materials, *Instructional Materials, Mathematics Materials, Multicultural Education, Music, Publishing Industry, Reading Materials, Science Materials, Second Language Instruction, Social Sciences, Spelling

The instructional materials listed here include the books, kits, charts, cards, teachers' manuals, and audiovisual materials approved for legal compliance at the elementary and secondary levels by the California State Department of Education. The lists are organized into 13 topical areas, comprising reading, literature, spelling and handwriting, dictionaries, English, science, health, art and music, mathematics, social science, foreign languages, English as a second language, and bilingual and bicultural education. Within each topic, the materials are arranged first alphabetically by publisher and then by each item's educational level. For each item the publication gives the International Standard Book Number (ISBN), the year the item was copyrighted, and the grade level. The addresses of all publishers mentioned are also provided. (RW)

tioned are also provided. (RW)

ED 207 188 EA 013 966
Cirincione-Coles, Kathryn, Ed.

The Future of Education: Policy Issues and Challenges.

Report No.—ISBN-0-8039-1539-X

Pub Date—81

Note—274p.

Available from—Director of Publications, Sage Publications, Inc., 275 South Beverly Drive, Beverly Hills, CA 90212 (\$9.95, Softcover).

Pub Type—Collected Works - General (020) — Opinion Papers (120) — Books (010)

Document Not Available from EDRS.

Descriptors—Bilingual Education, Children, Civil Liberties, Demography, Educational Administration, Educational Policy, Educational Technology, *Educational Trends, Elementary Secondary Education, Evaluation, Extension Education, *Futures (of Society), Higher Education, Lifelong Learning, Rural Education, School Support, Science Education, Teacher Education, Teacher Integration, Trend Analysis, Values

Twenty articles, with an introduction, discuss future educational policies and problems in light of contemporary demographic, economic, political, cultural, technological, and social-psychological changes. The articles are grouped into three sections. Section one, comprising eight articles, examines the environment of education, including educational leadership, science education for women and minorities, rural educational needs, ethnic diversity in school staffs, the role of the superintendent, and political and demographic changes in school support. In the second section, another eight articles review practical problems and possible prospects in educational evaluation, fiscal reductions, the tasks of education, teacher education, collaboration between school districts and universities, private higher education, cooperative extension programs, and lifelong learning. The final section presents four articles that analyze larger cultural and global shifts, involving psychological and spiritual values, computer technology for education, definitions of children's rights, and worldwide economic developments and trends in the social sciences. (RW)

ED 207 189 EA 013 968
Yin, Robert K. And Others

Case Studies of Three Interorganizational Arrangements.

Abt Associates, Inc., Cambridge, Mass.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Apr 81

Contract—400-79-0062

Note—155p.; Not available in paper copy due to color of paper used in original document. For related document see EA 013 969.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Agency Cooperation, Case Studies, Credibility, Elementary Secondary Education, *Intermediate Administrative Units, Interprofessional Relationship, *Organizational Communication, *School Districts, State School District Relationship, User Satisfaction (Information)

Identifiers—Educational Improvement Center South NJ, *Knowledge Production and Utilization, Network Analysis, Northern Colorado Educational Board Coop Services, User Needs, Wayne County Intermediate School District MI

As part of their study of interorganizational collaboration, researchers present three detailed case studies of how regional education agencies (REAs) supply knowledge utilization services to the school districts they serve. The three REAs are the Wayne County (Michigan) Intermediate School District (with 36 districts), the Educational Improvement Center-South in New Jersey (144 districts), and the Northern Colorado Educational Board of Cooperative Services (six districts). Each case study describes the REA and its knowledge utilization activities, the interorganizational arrangements for knowledge utilization services, the outcomes of the services, and the reasons why the services are used. The knowledge utilization services examined fall into four areas, including information retrieval, linking agent assistance, staff development, and general organizational issues. Analysis of the services' levels of use indicates that the Michigan and New Jersey REAs are more successful than the Colorado REA. The reasons for this difference have more to do with

service credibility, interpersonal ties, responsiveness to user needs, mutual exchanges, and external financial resources and less to do with compliance with state laws (except in New Jersey), formal inter-organizational agreements, or conflict reduction among the participating organizations. (RW)

ED 207 190 EA 013 969

Yin, Robert K. Gwaltney, Margaret K.
Organizations Collaborating to Improve Educational Practice.

Abt Associates, Inc., Cambridge, Mass.
Spons Agency—National Inst. of Education (ED), Washington, D.C. Research and Educational Practice Program.

Pub Date—Apr 81
Note—157p; For related document, see EA 013 968.

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Agency Cooperation, Case Studies, Elementary Secondary Education, Government School Relationship, *Intermediate Administrative Units, Interprofessional Relationship, *Organizational Communication, Questionnaires, *School Districts, State Federal Aid, User Satisfaction (Information)

Identifiers—Educational Improvement Center South NJ, *Knowledge Production and Utilization, Network Analysis, Northern Colorado Educational Board Coop Services, User Needs, Wayne County Intermediate School District MI
Three case studies of interorganizational collaboration between regional education agencies (REAs) and school districts illustrate how successful knowledge utilization services in four areas—staff development, linking agent assistance, information retrieval, and broad organizational issues—were supplied to their school districts by the Wayne County (Michigan) Intermediate School District, the Northern Colorado Educational Board of Cooperative Services, and the Educational Improvement Center-South (New Jersey). For each case study, data were collected from REA documents, field observation, and field interviews with staffpersons from the REA, school districts, and the state education agency. Results showed that successful interorganizational collaboration could be explained by six factors: (1) services were user-oriented; (2) services were supported by external resources; (3) REA and district staffs formed active interpersonal networks; (4) the state mandated collaboration; (5) collaboration yielded mutual benefits for REAs and school districts; and (6) federal and state regulations and policies facilitated cooperation. To test these explanations, further research is needed on other types of interorganizational arrangements and on knowledge utilization itself. Appended to the report are data on all states' REAs and a copy of the field questionnaire. (Author/RW)

ED 207 191 EA 013 974

Miller, Robert A. Ed.
The Federal Role in Education: New Directions for the Eighties.

Institute for Educational Leadership, Washington, D.C.

Pub Date—81
Note—177p.

Available from—Institute for Educational Leadership, Suite 300, 1001 Connecticut Avenue, N.W., Washington, DC 20036 (\$9.50).

Pub Type—Collected Works - General (020) — Books (010) — Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Cooperative Programs, Coordination, *Educational Policy, Elementary Secondary Education, Federal Aid, *Federal Government, *Federal Programs, *Federal Regulation, Federal State Relationship, *Government Role, Higher Education, Trend Analysis

Identifiers—Categorical Aid, Department of Education

Thirteen articles, with an introduction, focus on the overall nature and effect of federal involvement in education and suggest what the federal role ought to be. The first five articles examine federal policy dilemmas in the areas of federal educational expenditures, fragmentation of federal programs, elementary and secondary education, criteria for the federal role, and categorical programs for the disadvantaged. The relationship between federal and state roles in education, including the impact of the new U.S. Department of Education, is examined in

the next three articles. Finally, five authors present various prescriptions for federal educational policies in the 1980s. These articles include a review of the 1980 Democratic and Republican platform planks on education, a plea for changes in federal requirements for local accountability, a conservative critique of the Department of Education, a suggestion for improving coordination among federal elementary and secondary programs, and an assessment of the effects of future economic, technological, demographic, governmental, and cultural trends on federal education policies. (RW)

ED 207 192 EA 013 976

Siennett, R. G. Isaacs, L. M.
Absence from School: Patterns and Effects.

London Board of Education (Ontario). Educational Research Services.

Report No.—ERS-RR-80-01
Pub Date—80

Note—29p.
Pub Type—Information Analyses (070) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, *Attendance, Educational Attainment, Elementary Secondary Education, Family Characteristics, Foreign Countries, Institutional Characteristics, Intelligence, Sex, *Student Characteristics, Tables (Data)

Identifiers—London Board of Education ON, Ontario (London)

Through a literature review and an analysis of student files of the London (Ontario) Board of Education, researchers made several findings on the effects of school absence on students' academic achievement. The literature review first revealed four problems in interpreting research results, involving identification of the reasons for absence, measurement of the time absent, awareness of absence's complex effects, and consistency in attendance recordkeeping. The publications reviewed related absence to (1) student characteristics (sex, grade level, and attitude toward school); (2) family characteristics (socioeconomic status and parental attitudes); (3) school characteristics (academic quality and teacher attitudes); and (4) environmental variables (weather or day of the week). Files covering the entire elementary and secondary academic histories of 3,179 students who entered grade nine in 1965-66 were analyzed statistically. Student variables examined included sex, grade, mobility, intelligence, achievement, grade repetition, and non-London residence. Among the findings were that absence has a negative effect on achievement at the elementary as well as the secondary level; that the pattern of absence in elementary school affects absence in secondary school; and that the effect of absence varies with the student's intelligence. (RW)

ED 207 193 EA 013 978

O'Reilly, Robert C.
Changing Certification and Endorsement Programs.

Pub Date—17 Aug 81

Note—18p; Paper presented at the Annual Meeting of the National Conference of Professors of Educational Administration (35th, Seattle, WA, August 17, 1981).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120) — Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrators, Court Litigation, *Educational Legislation, Elementary Secondary Education, Job Performance, Minimum Competency Testing, *State Legislation, State Standards, *Teacher Certification, Test Bias

Identifiers—Teacher Competencies

A review of state laws governing certification of professional educators reveals both wide agreement on many certification issues and a shift toward making requirements more stringent. Teacher certification has long been accepted as a means of ensuring minimum competency. Many of the issues surrounding certification have been settled, including those involving school board responsibilities, certification for specific grades and subjects, certification of all educational professionals (such as superintendents, principals, and librarians), and requirement of completion of particular college degree programs. Similarities in statutes from Oregon, Nebraska, and Connecticut confirm this. Of late, however, state legislatures have tended to add new requirements. Now many state laws, as in Oklahoma and Florida, mandate statewide teacher ex-

aminations and reviews of beginning teachers' performance. A recent U.S. Supreme Court decision affirms that such examinations are legal, even where, as in South Carolina, they disqualify proportionately more blacks than whites. States have enacted fewer regulations covering certification of educational administrators, but the reasons may be as much political as occupational. (RW)

ED 207 194 EA 013 979

Kraig, Glen M.
The Effects of Collective Bargaining on the Climate of Administration and Supervision.

Pub Date—6 Jul 81

Note—20p; Not available in paper copy due to light print of original document.

Pub Type—Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Collective Bargaining, Elementary Secondary Education, Hostility, Labor Relations, *Principals, *School Supervision, *Teacher Administrator Relationship, *Teachers, Teacher Supervision, Unions

Collective bargaining between teachers and educational administrators has frequently had negative effects on the climate of school supervision and administration, but this need not always be the case. Before collective bargaining, teachers as a group were powerless over their pay and working conditions. Now many teachers feel that collective bargaining has improved their relationships with school administrators. Most state statutes legalizing teacher collective bargaining, such as Tennessee's Professional Negotiations Act, call for mutual respect between school boards and unions to help maintain high educational standards. In reality, however, collective bargaining has often led to alienation and hostility between teachers and administrators. This hostility has made school supervision more difficult, for instance in curriculum change, teacher evaluation, and principal-teacher relations. Studies show that collective bargaining does not always threaten principals' supervisory functions, but the mutual distrust often engendered by collective bargaining can hamper principals' efforts at problem solving and at maintaining working relationships with both teachers and district administrators. If teachers and administrators take a team approach, however, they can reduce the potential conflict and adversarial relations in collective bargaining. (RW)

ED 207 195 EA 013 980

The Changing Patterns of School Enrollment and Their Implications for Educational Policy and Management.

Monash Univ., Clayton, Victoria (Australia).

Spons Agency—Australian Education Council, Canberra.

Report No.—ISBN-0-642-052447-6

Pub Date—81

Note—154p; Prepared by the Centre of Policy Studies.

Available from—Australian Government Publishing Service, P. O. Box 84, Canberra 2601, Australia (\$6.40).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Declining Enrollment, *Educational Facilities, Elementary Secondary Education, Enrollment Projections, Expenditure Per Student, Faculty Mobility, *Financial Support, Foreign Countries, Retrenchment, School Closing, *School Organization, Tables (Data), *Teacher Employment, Teacher Promotion

Identifiers—*Australia

Projected declines through the 1980s in Australian elementary and secondary school enrollment imply a number of changes in school finance and educational facilities and personnel, according to this report. Elementary enrollments will decline sharply until 1987 and then rise, while secondary enrollments will rise slowly until the mid-1980s before falling after 1986. This pattern will vary, however, across states and urban areas. The authors review the effects of declining enrollment on teacher employment and student-teacher ratios. They then discuss reductions in educational expenditures and their effects on school size, structure, and staffing and on teacher salaries and promotion. Two further chapters examine options for the use of school facilities during enrollment declines, including the "de-zoning" of secondary schools, closures, amalgamations, cooperating schools, specialist schools, and multi-campus schools. Another chap-

ter on educational personnel considers the problem of deteriorating promotion opportunities and suggest early retirement, service or study leaves, part-time employment, and other means of maintaining turnover. Twenty-one recommendations are presented for dealing with enrollment decline, covering educational organization, facilities, and personnel. Two appendices analyze the size of Australian schools and review three case studies of enrollment decline in Victoria's secondary schools. (Author/RW)

ED 207 196 EA 013 981

Matthews, Dewayne

Student Discipline and Other Related Concerns of the Public Schools of New Mexico.
New Mexico State Legislature, Santa Fe. Legislative Education Study Committee.
Pub Date—20 Jan 80

Note—45p.; Report of the Legislative Education Study Committee to the Thirty-Fifth Legislature, First Session, in response to Senate Finance Committee Substitute for Senate Bill 11 of the Thirty-Fourth Legislature, Second Session.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Reports — Evaluative (142)
EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Attendance, Corporal Punishment, *Discipline Policy, *Discipline Problems, Elementary Secondary Education, Hearings, Parent Participation, Student Promotion, Suspension, Truancy

Identifiers—Disruption, New Mexico

In an investigation authorized by a 1980 state law, the Legislative Education Study Committee of New Mexico, gathered testimony on student conduct and discipline issues in the local public schools. This report presents a summary of the committee's public hearings, in which parents, teachers, administrators, and community members testified. Contrary to expectations, little testimony dealt with the actual status of discipline in the public schools; considerably more testimony consisted of suggestions and recommendations about how to improve discipline. Major issues included disruption of schools by non-students, attendance problems, social promotion (where students are promoted without having mastered academic skills), corporal punishment, in-school suspension procedures, parental involvement, school academic standards, and vocational education. The report concludes with specific recommendations for legislative and school district actions. Attached to the report are a list of the suggestions received in testimony, data on hearings attendance, and a copy of the bill authorizing the investigation. (JEH)

ED 207 197 EA 013 984

Preventive Maintenance Handbook. Audiovisual Equipment.

Educational Products Information Exchange Inst., Stony Brook, N.Y.

Report No.—EPIE-ER-92

Pub Date—81

Note—36p.

Available from—EPIE Institute, Box 620, Stony Brook, NY 11790 (\$20.00 nonmembers; 50% discount, members; quantity discounts).

Pub Type—Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Audiotape Recorders, *Audiovisual Aids, *Check Lists, *Equipment Maintenance, Filmstrip Projectors, *Merchandise Information, Overhead Projectors, *Prevention, Projection Equipment, Records (Forms), Safety, Video Equipment, Videotape Recorders

The preventive maintenance system for audiovisual equipment presented in this handbook is designed by specialists so that it can be used by nonspecialists in school sites. The report offers specific advice on safety factors and also lists major problems that should not be handled by nonspecialists. Other aspects of a preventive maintenance system discussed are recordkeeping and tools and supplies. Troubleshooting procedures are grouped across equipment types where symptoms and recommendations are generalizable (most frequently among types of projectors). In addition, procedures specific to videotape recorders, audiotape recorder/players, and turntable record players are described. Preventive maintenance checklists are given for overhead and opaque projectors, 35mm filmstrip projectors, 8mm and 16mm motion picture projectors, record players, audiotape recorders and players, and videotape recorders and players. The checklists have been designed so that

they may be used as record-keeping forms. The checklists integrate weekly, monthly, and quarterly functions in a logical progression. Hours of use are indicated as an alternative to calendar scheduling for maintenance. (MLF)

ED 207 198 EA 013 985

Valverde, Leonard A.

A Literature Review: Competencies for Principals of Bilingual/Community Schools.

Pub Date—27 May 81

Note—23p.; Paper presented at the Annual International Bilingual Bicultural Conference (10th, Boston, MA, May 27, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reference Materials — Bibliographies (131) — Information Analyses (070)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Administrator Qualifications, *Bilingual Education, Bilingual Schools, Competence, Elementary Secondary Education, *Principals, Program Administration

Annotations of 16 documents, derived from a search of doctoral dissertations and the ERIC system, discuss the skills and competencies needed by principals or other administrators of bilingual schools or programs. A brief introduction lists the seven categories of competencies identified by the documents, comprising change promotion, conflict resolution, human relations, community involvement, instructional staff selection and development, comprehensive planning, and acquisition of other cultures. An attached list of references includes the ten articles and six dissertations annotated as well as several other relevant documents. (RW)

ED 207 199 EA 013 986

Townsend, Richard G., Ed. Lawton, Stephen B., Ed.

What's So Canadian About Canadian Educational Administration? Essays on the Canadian Tradition in School Management. Informal Series/27.

Ontario Inst. for Studies in Education, Toronto.

Report No.—ISBN-0-7744-5036-3

Pub Date—81

Note—220p.

Available from—The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6 (\$8.75).

Pub Type—Collected Works - General (020) — Opinion Papers (120)

Document Not Available from EDRS.

Descriptors—Administrators, Cross Cultural Studies, *Educational Administration, *Educational Environment, *Educational Philosophy, Educational Research, Elementary Secondary Education, Equal Education, Foreign Countries, Governance, *Institutional Characteristics, Political Influences

Identifiers—*Canada, Politics of Education

Twenty-eight articles examine both the unique and the conventional aspects of Canadian educational administration, noting differences from the U.S. and suggesting future actions or research. The collection is divided into seven sections, each with a brief introduction. The first section discusses the values and philosophies that characterize Canadians' study and practice of educational administration. In the second section, Canadian problems with equality of educational opportunity, ethnic stratification, and social mobility are reviewed. Next, several authors analyze the ideological and legal contexts of educational policy in Canada. In the fourth section, differences in Canadian school governance structure at the national and local levels are described. The fifth section ponders the political processes, environment, and interest groups confronting Canada's educational administrators. Then three articles address the roles and problems of working educational administrators in Canada. Finally, the seventh section raises questions about academic research, field work, and teaching on educational administration. (Author/RW)

ED 207 200 EA 013 987

Corporal Punishment in the Schools.

Ontario Dept. of Education, Toronto; Ontario Ministry of Colleges and Universities, Toronto.

Pub Date—81

Note—91p.; Background paper prepared by Ministry of Education staff.

Available from—Ontario Government Bookstore, 880 Bay Street, Toronto, Ontario M7A 1N8 Canada (\$3.00).

Journal Cit—Review and Evaluation Bulletins; v2 n1 1981

Pub Type—Collected Works - Serials (022) — In-

formation Analyses (070)

EDRS Price — MF01/PC04 Plus Postage.

Descriptors—*Corporal Punishment, *Discipline Policy, Elementary Secondary Education, Moral Issues, Political Influences, Public Opinion

Identifiers—*Canada

A continuing dichotomy in public opinion concerning the use of corporal punishment in Canadian schools provided the impetus for this paper, which includes a review of the relevant literature. Morality issues surrounding corporal punishment are discussed and public opinion data are excerpted from the Provincial Review of School Disciplinary Policy and Practices, in which parents, teachers, and students were surveyed regarding their attitudes and opinions concerning disciplinary practice. The results indicate that the use of corporal punishment has led to a high probability of adverse effects on students, and involves serious legal, ethical, and moral questions. The first of three appendices presents a précis of local newspaper coverage on corporal punishment policy formation in which public opposition resulted in the rejection of corporal punishment in those districts. The second appendix summarizes the Rutter report on the effect of secondary schools on student attitudes. The final appendix presents excerpts from Derek Wright's "Psychology of Moral Behavior" in which student/staff relations are examined on the basis of their impact on the moral development of students. (JEH)

ED 207 201 EA 013 989

Tompkins, Rachel, Ed. Kaeser, Susan, Ed.

Citizen Guide to Quality Education.

Citizens' Council for Ohio Schools, Cleveland.

Spons Agency—Carnegie Corp. of New York, N.Y.

Pub Date—Jun 78

Note—94p.

Available from—Citizens' Council for Ohio Schools, 517 The Arcade, Cleveland, OH 44114 (\$3.00; quantity discounts).

Pub Type—Collected Works - General (020) — Opinion Papers (120)

EDRS Price — MF01/PC04 Plus Postage.

Descriptors—Disabilities, *Discipline Policy, Elementary Secondary Education, *Magnet Schools, Nontraditional Education, Organizational Theories, *School Organization, *Special Education, *Standardized Tests

Identifiers—Education for All Handicapped Children Act

A collection of five articles focuses on some of the factors that promote quality education in public elementary and secondary education. Each article is accompanied by a list of sources, resources, and exemplary schools or programs. The first, on student discipline, discusses how to organize schools in ways that encourage disciplined behavior from students, parents, teachers, and administrators. The next article reviews the theories and research on which patterns of school organization are based and presents options for school organization at the school system and building level. One optional type of school organization—magnet schools—is examined in the third article, which describes the rationale for establishing magnet schools, the issues involved, the roles of school leaders and the community, administrative requirements, and costs and other problems. The fourth article analyzes standardized tests, discusses test abuses, and offers suggestions for improving test usage. In the final article, the effects on special education of the Education for All Handicapped Children Act are discussed; included are summaries of basic information on special children, their needs, and the provisions of the law. (Author/RW)

ED 207 202 EA 013 990

Drahmann, Theodore

The Catholic School Principal: An Outline for Action.

National Catholic Educational Association, Washington, D.C.

Pub Date—81

Note—56p.

Available from—National Catholic Educational Association, Publications Office, Suite 350, One Dupont Circle, Washington, DC 20036 (\$4.00).

Pub Type—Guides - Non-Classroom (055) — Reference Materials (130)

EDRS Price — MF01/PC03 Plus Postage.

Descriptors—*Administrator Responsibility, Board of Education Role, *Catholic Schools, Elementary Secondary Education, Financial Support, Guidelines, Leadership Responsibility, *Princi-

pals, Religious Organizations

To assist administrators of Roman Catholic elementary and secondary schools, this manual examines 15 primary areas of responsibility or tasks for Catholic principals. Using a checklist format, the manual discusses a number of aspects of each task, including a definition of that task, a description of the principal's responsibilities, lists of the principal's administrative actions and of the school board's actions and policies, information to put in the faculty and parent/student handbooks, references for helpful resources, and questions on issues the principal should address. Included in the principal's areas of responsibilities are school, religious, staff, curriculum, student, and financial leadership as well as considerations about school philosophy, the board of education, parents, church authorities, religious orders, the law, government aid to private schools, public relations, and evaluation of students, faculty, and administrators. (Author/RW)

ED 207 203 EA 013 991
School Staffing Ratios, 1979-80, ERS Report.
 Educational Research Service, Arlington, Va.
 Pub Date—81
 Note—103p.; For a related document, see ED 177 735.

Available from—Educational Research Service, Inc., 1800 North Kent Street, Arlington, VA 22209 (Stock No. 219-21664; \$20.00; subscriber discounts).

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

Document Not Available from EDRS.

Descriptors—Administrators, Assistant Principals, Elementary Secondary Education, Enrollment, *Expenditure Per Student, Librarians, National Surveys, Principals, School Counselors, School Districts, School Nurses, Staff Utilization, *Student Teacher Ratio, Tables (Data), Teacher Aides, Teachers

Identifiers—*Staffing Ratio, *Teacher Staff Ratio
 To help school administrators and others compare staffing patterns in their school systems with those in systems of a similar enrollment size and expenditure level, this report provides data on pupil-staff and teacher-staff ratios for individual positions and aggregate categories of professional personnel. The ratios analyzed in the report were provided by 1,111 public school systems for school year 1979-80. Definitions of staffing measures, a description of the sample design, methods of tabulation, a summary analysis, and instructions for proper use of the data precede the tables. Summary tables present the data separately for large, medium, small, and very small school systems and for five levels of per-pupil expenditure. A tabular listing of the school systems, by state, provides data on total staff employed plus staffing ratios for seven different personnel categories. (Author/MLF)

ED 207 204 EA 013 992
 Meyer, Linda A.

Theory Into Practice: Implementing Educational Programs.
 Illinois Univ., Urbana. Computer-Based Education Research Lab.
 Report No.—CERL-R-E-20
 Pub Date—Jun 81
 Note—353p.

Available from—Computer-based Education Research Laboratory, University of Illinois, Urbana, IL 61801 (\$11.00).

Pub Type—Books (010) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors—Adoption (Ideas), Change Strategies, Consultants, Demonstration Programs, Educational Change, Educational Strategies, Elementary Secondary Education, *Field Tests, Formative Evaluation, Inservice Teacher Education, *Instructional Innovation, Instructional Materials, *Management Development, Models, Occupational Information, *Program Implementation, Summative Evaluation, Supervisory Methods, *Supervisory Training, Training Methods
 Identifiers—*Direct Instruction Follow Through Project, *PLATO, Research Practice Relationship

Based on the author's experiences with the Direct Instruction Follow Through Project at the University of Oregon and with the PLATO Corrections Project at the University of Illinois, this "how to do it" book articulates the conditions and procedures believed critical in implementing educational programs from the planning and theoretical stages into

classroom practice. Models from the Direct Instruction Follow Through Project and from the PLATO Project are presented several times throughout the book to help train persons for field management of new educational programs being introduced into institutions. Chapters deal with communication, management conditions, memoranda of agreement between the site and the sponsor, job descriptions, formative evaluation/monitoring, summative evaluation, report writing, and putting theory into practice. (MLF)

ED 207 205 EA 013 993

Stephens, E. Robert And Others

Education Service Agencies: Status and Trends.

ESA Study Series/Report No. I.

Stephens Associates, Burtonsville, Md.
 Spons Agency—Edgewood Independent School District, San Antonio, Tex.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jun 79

Grant—OE-G-72-4449

Note—299p.; Not available in paper copy due to small print of much of original document. For related documents, see EA 013 993-998.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrative Organization, Administrators, Classification, Data Analysis, Demography, Educational Facilities, *Education Service Centers, Elementary Secondary Education, Financial Support, Networks, Questionnaires, Services, Staff Utilization, State School District Relationship, Tables (Data)

A comprehensive descriptive study of educational service agencies (ESAs), this project sought to provide an initial database on ESAs that could support future inquiry, to assemble information on present practice that could be used by states to guide the formation of new ESA systems or the modification of existing ones, and to develop an improved classification system, making possible more precise terminology and leading to clearer communication on subjects related to ESAs. Twenty-six states were surveyed using two questionnaires, which were distributed between July and October in 1978. Data were analyzed according to nine categories and further broken down into three types of state networks—the special district ESAs, the regionalized ESAs, and the cooperative ESAs. The report is divided into eleven chapters; each considers one of the nine principal characteristics studied. Chapter eleven presents a discussion of the findings. One important conclusion is that the large number of selected characteristics is useful in identifying the critical variables to be considered in the development of a meaningful taxonomy of types of ESAs. Such a taxonomy is an essential prerequisite to the design of evaluation strategies for comparing the effectiveness of different types of education service agencies. (Author/WD)

ED 207 206 EA 013 994

Stephens, E. Robert And Others

The Establishment and Abolishment of a Statewide System of Education Service Agencies: The Kentucky Experience. ESA Study Series/Report No. III.

Stephens Associates, Burtonsville, Md.
 Spons Agency—Edgewood Independent School District, San Antonio, Tex.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jun 79

Grant—OE-G-72-4449

Note—77p.; For related documents, see EA 013 993-998.

Pub Type—Reports - Descriptive (141) — Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Administrator Attitudes, Case Studies, Educational History, *Education Service Centers, Elementary Secondary Education, *Financial Support, *Politics, Regional Programs, State Departments of Education

Identifiers—*Kentucky, *Termination (Networks)
 Kentucky's first education service agency (ESA) network was initiated in 1972. After expanding to cover most of the state, it was dissolved in 1976 for lack of funding. Using case study methodology, this paper discusses the historical background of Kentucky's educational system, the establishment and abolition of educational regions and of the ESA networks, the perceptions of ESA executive officers and of officials from the state education agency (SEA) concerning the ESAs, and post-mortem ob-

servations. A five-part questionnaire was used to measure perceptions of ESA and SEA officials. Findings are based on a sample of 12 respondents and indicate strong support for ESAs in the field (at the local level) but opposition to ESAs in the state superintendent's and governor's offices. The report suggests that greater grass-roots involvement in planning the ESA network would have enhanced its chances for survival. Other factors contributing to the system's demise were the absence of a statutory basis and competition among different educational agencies. However, the political environment seems to have been the greatest determinant in the decision not to continue the ESAs. (Author/WD)

ED 207 207 EA 013 995

Stephens, E. Robert And Others

Factors Influencing Local Education Agency Participation in the Programs and Services of Education Service Agencies in the State of Texas. ESA Study Series/Report No. VI.

Stephens Associates, Burtonsville, Md.

Spons Agency—Edgewood Independent School District, San Antonio, Tex.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Oct 79

Grant—OE-G-72-4449

Note—201p.; Not available in paper copy due to small print and colored paper of much of original document. For related documents, see EA 013 993-998.

Pub Type—Reports - Descriptive (141) — Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Administrator Attitudes, *Education Service Centers, Elementary Secondary Education, *Quality Control, Questionnaires, School Districts, State Surveys, Tables (Data)
 Identifiers—*Equity (Education), School District Size, School District Wealth, *Texas

Responses to a questionnaire survey of 1100 superintendents of school districts in Texas and the 20 directors of Texas's regional education service centers (RESCs) provided the data for this study of the equity and accessibility of RESC services across the state. The report describes the Texas educational system and the RESCs, lists the data sources, and presents the findings and observations. Results are discussed in detail according to 19 questions that the study sought to answer. The findings indicate that school district use of RESC services varies more according to size than to any other district variable, especially in the area of computer services. Smaller districts tend to use more media and technical assistance services. School district wealth was found to be a significant factor in hiring substitute teachers to allow local staff to participate in RESC workshops: poorer districts participated less. With the exception of computer services, poor and wealthy districts availed themselves fairly equally of RESC services. Differences among the ESAs in Texas appear to be more dependent upon leadership than upon demographic characteristics. Recommendations include periodic performance reviews of RESC directors, improved accountability, and increases in base funding. Regional graphs and project instruments are appended. (WD)

ED 207 208 EA 013 996

Stephens, E. Robert And Others

Major Policy Issues Surrounding the Education Service Agency Movement and a Proposed Research and Development Agenda. ESA Study Series/Report No. VII.

Stephens Associates, Burtonsville, Md.

Spons Agency—Edgewood Independent School District, San Antonio, Tex.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jun 79

Grant—OE-G-72-4449

Note—37p.; For related documents, see EA 013 993-998.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Educational Development, Educational Facilities, *Educational Policy, *Educational Research, *Education Service Centers, Elementary Secondary Education, Financial Support, Governance

Prompted by the accelerating growth in the use of education service agencies (ESAs) to improve state systems of education, this discussion of major policy issues and a proposed research agenda is addressed to policy planners at the state or local levels and to policy and research communities. The purpose of

the paper is to raise and clarify issues rather than to settle them. The paper is divided according to six features of ESA operations: (1) primary mission, programs, and services; (2) establishment; (3) governance; (4) financing; (5) staffing; and (6) physical facilities. A total of 25 major policy issues and 41 research and development proposals are presented. The document does not discuss whether or not ESAs should be supported nor does it concern itself with implementation procedures. (Author/WD)

ED 207 209 EA 013 997
Planning for State Systems of Education Service Agencies: Some Conceptual and Methodological Considerations. ESA Study Series/Report No. VIII.

Stephens Associates, Burtonsville, Md.
Spons Agency—American Association of School Administrators, Arlington, Va. American Association of Educational Service Agencies; Office of Education (DHEW), Washington, D.C.

Pub Date—Dec 79
Contract—300-78-0056
Note—58p; For related documents, see EA 013 993-998.

Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Administrative Organization, *Education Service Centers, Elementary Secondary Education, Guidelines, Models, Needs Assessment, *Planning, Program Evaluation, Program Implementation, Selection

Based on a review of the literature, these guidelines are intended to assist policy planners and decision makers at state and local levels interested in establishing a state system of education service agencies (ESAs) or in modifying an existing system. The report offers an overview of education service agencies and organizes the guidelines into sections on planning, needs assessment, organizational features, implementation, and evaluation. There are three basic types of service agencies: special district ESAs, regionalized ESAs, and cooperative ESAs. While emphasizing that no one way to structure the state networks can be applied with equal effectiveness in all settings, the paper includes traditional arguments for and against each type. The conceptual model presented for development of a state plan follows closely the work of Roger Kaufman. Within each topic, major options available to planners are listed. (WD)

ED 207 210 EA 013 998
The Role of Education Service Agencies in Metropolitan Areas. ESA Study Series/Report No. IX.

Stephens Associates, Burtonsville, Md.
Spons Agency—American Association of School Administrators, Arlington, Va. American Association of Educational Service Agencies; Office of Education (DHEW), Washington, D.C.

Pub Date—Dec 80
Note—27p; For related documents, see EA 013 993-997.

Pub Type—Guides - Non-Classroom (055) — Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Agency Cooperation, *Agency Role, Centralization, Cost Effectiveness, *Education Service Centers, Elementary Secondary Education, Metropolitan Areas, School District Autonomy
Identifiers—*Equity (Education)

The failure to emphasize the role of education service agencies (ESAs) in metropolitan regions has lessened their use. Although in most states membership in an ESA system is obligatory for all school districts, participation in ESA programs and services is generally low. In several states legal constraints preclude a relationship between the ESA system and large urban districts. Several forces call for extensive cooperation among metropolitan units: the growing complexity of urban society, the need to administer education economically and efficiently, and the increasing sophistication of the legal definition of equal educational opportunity. The ESA concept attempts to strike a balance that centralizes some functions to achieve economies of scale and efficiency while supporting decentralization of other functions that ought to remain the responsibility of local jurisdictions. Five goals ought to be assumed by an ESA serving a metropolitan area: (1) contributing to educational equity, (2) contributing to fiscal equity, (3) contributing to educational improvement, (4) serving as the key coordinating agency for the educational com-

munity, and (5) serving as the lead advocate for education in the metropolitan region. (Author/WD)

ED 207 211 EA 013 999
The Copyright Law: Implications for the Principal. A Legal Memorandum.

National Association of Secondary School Principals, Reston, Va.
Pub Date—Sep 81
Note—5p

Available from—National Association of Secondary School Principals, 1904 Association Dr., Reston, VA 22091 (\$0.50; quantity discounts).

Pub Type—Legal/Legislative/Regulatory Materials (090) — Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrator Role, *Compliance (Legal), *Copyrights, Elementary Secondary Education, Guidelines, *Instructional Materials, *Music, Principals, *Reprography
Identifiers—*Copyright Law 1976

School principals are informed of their responsibilities concerning the Copyright Law of 1976 in this brief leaflet. The leaflet begins with a short explanation of the law and of the guidelines developed after the law was enacted. The guidelines have direct implications for the classroom teacher. An outline of the more important concerns, with appropriate commentary, is presented. The guidelines concern books and periodicals—both single copying for teachers and multiple copying for classroom use. A summary chart of the guidelines is included at the end of the text. Guidelines for music education with implications for school performances are also listed. The final section summarizes provisions for statutory damages for copyright infringement and offers suggestions to aid school personnel requesting permission to copy. Suggestions are also offered for dealing with the spirit of the law as well as anticipating some potential problems that might arise. (MLF)

ED 207 212 EA 014 000
Abramowitz, Susan Rosenfeld, Stuart
Declining Enrollments: The Challenge of the Coming Decade. Summary Report.

National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Mar 78
Note—42p; Not available in paper copy due to color of print in original document. For related document, see ED 150 708.

Pub Type—Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Copying, *Declining Enrollment, Demography, Educational Innovation, Educational Policy, Elementary Secondary Education, Financial Support, Government Role, *Retirement, State Aid, Tables (Data)

A summary of the National Institute of Education's anthology by the same title, this publication reviews 13 articles that discuss current shifts in school enrollment and their impact on the educational system. Topics covered include the demographic background to declining enrollments; the fiscal effects of decline; the management of decline; local, state, and federal policies; management techniques; and state aid. The paper concludes that there is no one best scenario for the management of decline. The authors anticipate a more pluralistic response to retrenchment, one that depends upon flexibility rather than standardization. According to them, forced responses to shifting enrollments may well bring about some of the innovative experimentation federal initiatives failed to produce. (Author/WD)

ED 207 213 EA 014 002
Christensen, Douglas D.
Curriculum Development: A Function of Design and Leadership.

Iowa Univ., Iowa City. Inst. for School Executives.
Pub Date—Dec 80
Note—8p.

Available from—Institute for School Executives, 210 Lindquist Center, University of Iowa, Iowa City, IA 52242 (\$1.00).

Journal Cit—The Executive Review; v1 n3 Dec 1980

Pub Type—Collected Works - Serials (022) — Opinion Papers (120) — Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Administrator Role, *Curriculum Design, *Curriculum Development, Educational Improvement, Educational Quality, Elementary Secondary Education, Leadership Responsibility, Outcomes of Education

Three conditions have led to the current state of curriculum development: a lack of accurate conceptualization of and general consensus on the major constructs of curriculum development, a lack of leadership among educators to engender effective curriculum design, and a lack of specification in the roles of superintendents and principals who must assume leadership roles. The interrelationships among curriculum, instruction, teaching, and learning are less integrated and sequential in practice than in theoretical models. Some instructional programs, such as teaching about good citizenship, frequently have no basis in curriculum and are not contained within its boundaries. Curriculum plans can reduce the variance in the curriculum actually experienced by students and can demonstrate consideration of diverse learner differences, but they also require management plans for their accomplishment. The role of leadership in curriculum design is critical and includes the responsibility for effecting the achievement of specified student outcomes. (Author/WD)

ED 207 214 EA 014 003
Hickrod, G. Alan And Others
Reformation and Counter-Reformation in Illinois

School Finance: 1973-1981.

Illinois State Univ., Normal. Center for the Study of Educational Finance.

Spons Agency—Illinois School Problems Commission, Springfield, Illinois State Univ., Normal. Graduate School.

Pub Date—Jun 81
Note—53p.

Available from—Center for the Study of Educational Finance, Department of Educational Administration and Foundations, College of Education, Illinois State University, 331 DeGarmo Hall, Normal, IL 61761 (\$5.00).

Pub Type—Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Assessed Valuation, Educational Finance, Elementary Secondary Education, *Equalization Aid, Expenditure Per Student, *Finance Reform, Longitudinal Studies, *State Aid, State Surveys, Statistical Analysis, *Tax Rates

Identifiers—*Equity (Education), *Illinois, School District Wealth, Wealth Neutrality

A nine-year evaluation of the effects of Illinois' 1973 school finance reforms on educational equity indicated that the degree of equity increased from 1972 until about 1977 but then decreased through 1981. The researchers measured educational equity in terms of both wealth (or fiscal) neutrality and the variation among school districts in expenditures per pupil. A review of previous equity research revealed no clear trends in the achievement of educational equity. This evaluation studied all 1,100 Illinois school districts, using four statistical measures, including a coefficient of variation, a Gini index of inequality, and linear regression. Variables examined comprise local tax revenues, state aid, property values, expenditures, and numbers of pupils. Besides illustrating the 1972-1981 changes in Illinois' educational equity, the findings showed that state aid increased the degree of equity, and that equity declined after 1977 because wealthier districts raised their tax rates more than poorer districts. Further research is recommended on the effects of state school law changes on equity. The researchers also feel that the state must decide whether to limit local taxation in the pursuit of educational equity. (RW)

ED 207 215 EA 014 004
Hayes-Roth, Barbara

Estimation of Time Requirements During Planning: Interactions Between Motivation and Cognition.

Rand Corp., Santa Monica, Calif.

Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Report No.—Rand-N-1581-ONR
Pub Date—Nov 80

Contract—N00014-78-C-0039
Note—38p.

Available from—The Rand Corp., 1700 Main Street, Santa Monica, CA 90406 (\$3.00).
Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Abstract Reasoning, Achievement Need, *Motivation, *Planning, Task Analysis, *Time

Identifiers—*Estimation, Time Management

To test people's ability to underestimate time requirements during planning, researchers conducted three experiments in which subjects had to estimate the time needed to do hypothetical errands in an imaginary town. The subjects comprised three separate groups of students and citizens. Variables tested included the number of errands, the total available time, time required per errand, and travel time. The first experiment confirmed previous findings that people tend to underestimate time requirements and hence plan to do more than they can achieve. The second and third experiments tested two factors influencing time estimation: people's cognitive tendency to plan at high levels of abstraction and the motivational tendency to wish to do all the tasks considered. The cognitive tendency was examined by giving the subjects detailed breakdowns of required actions. The resulting time estimates were higher and more realistic. In the third experiment the errands were assigned levels of importance. Subjects with more important errands had larger underestimates of time requirements. These results lead the authors to suggest that planners should operate at optimal levels of abstraction and should be prevented from incorporating too many tasks in their plans. (RW)

ED 207 216

EA 014 005

Huitt, William G. Segars, John K.

Characteristics of Effective Classrooms.

Research for Better Schools, Inc., Philadelphia, Pa. Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Oct 80

Note—32p.

Pub Type—Information Analyses (070)—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Achievement Need, Behavioral Objectives, Classroom Research, *Classroom Techniques, Elementary Secondary Education, Mastery Learning, Models, Student Characteristics, Student Educational Objectives, Success, *Teacher Effectiveness, *Teaching Methods, Time Factors (Learning), Time on Task

Identifiers—*Classroom Effectiveness, Direct Instruction Model

A review of research and proposed models on classroom processes allows identification of four key characteristics of effective classrooms in elementary and secondary education. The four characteristics encompass (1) teacher attention to student characteristics, including prior learning and learning styles; (2) congruence among the course goals, what the teacher teaches, and the knowledge and skills assessed by test instruments; (3) the amount of student engaged time; and (4) the degree of success a student experiences on educational tasks during the school day. Three models that synthesize research on effective classrooms and instructional methods illustrate different ways the four characteristics can be applied in classroom instruction. The models include Rosenshine's "direct instruction" model, Bloom's "mastery learning" model, and a model developed at Pittsburgh's Learning Research and Development Center emphasizing classroom opportunity, motivators, structure, and instructional events. Linking the four characteristics to other aspects of schools and classrooms, such as curriculum development or classroom management, suggests that these characteristics can be used to improve instruction, teacher supervision and support, and inservice training. (RW)

ED 207 217

EA 014 006

Schmidt, Monica And Others

School Accreditation. Booklets I through IX.

Washington Office of the State Superintendent of Public Instruction, Olympia.

Pub Date—81

Note—294p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—*Accreditation (Institutions), Educational Environment, Elementary Secondary Education, *Evaluation Methods, Input Output Analysis, *Institutional Evaluation, Private Schools, Program Validation, Public Schools, Self Evaluation (Groups), State Standards

To help school staffs, students, parents, and com-

munity members understand and apply accreditation processes, ten booklets outline the new accreditation procedures adopted by the Washington State Board of Education for individual elementary and secondary schools. The booklets contain forms, checklists, and explanatory materials for two general types of accreditation, the self-study method and the shorter standards-only method. An introductory booklet describes accreditation models and the changes in state accreditation procedures. The following eight booklets discuss (1) factors promoting successful self-study methods, (2) the input/standards assessment model of self-study, (3) the process/outcomes analysis model of self-study, (4) school climate assessment, (5) the self-designed model of self-study, (6) validation of accreditation procedures, (7) standards-only accreditation of elementary schools, and (8) standards-only accreditation of secondary schools. Selected references and further supplementary materials are provided in the final booklet. (RW)

ED 207 218

EA 014 007

Levin, Henry M.

Education and Organizational Democracy.

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—IFG-PR-81-A11

Pub Date—Jul 81

Note—40p.; This paper will appear as a chapter in the International Yearbook of Organizational Democracy, Frank A. Heller and Colin Crouch (Eds.), to be published by John Wiley and Sons in 1982.

Available from—Publications, Institute for Research on Educational Finance and Governance, School of Education/CERAS Bldg., Stanford University, Stanford, CA 94305 (\$1.00).

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Democracy, Educational History, Education Work Relationship, Elementary Secondary Education, *Industrial Structure, Organizational Change, Postsecondary Education, *School Organization

Identifiers—Dewey (John), Neef (Joseph), *Participative Management, Pestalozzi (Johann Heinrich), Team Assembly (Factory), *Workplace Democracy

Because a main educational function is to prepare children for workplace roles, education's organizational forms and functions tend to correspond to those of the workplace. For instance, as the U.S. economy moved from agricultural through industrial to service bases, U.S. education moved from nonpublic schools to public schools to mass higher education. However, the relationship of education to workplace forms also has contradictions, such as the opposition between educational equal opportunity and workplace hierarchy. The major current contradiction is education's production of a workforce that is overeducated in relation to available job opportunities. Such workers are disgruntled and unproductive in factory jobs. These production problems are pushing workplaces toward greater democratization, which will in turn create more democratic educational organization. Democratic educational forms have been suggested in the past, by Pestalozzi, Neef, and Dewey, but since they did not correspond to workplace forms, they were never implemented. Workplace democratization will precede educational democratization, so researchers must examine types of workplace democracy, such as team assembly in factories, to predict their consequences for education. Team assembly will push education toward four changes, emphasizing participatory decision-making, individual problem-solving, minimum competencies, and peer tutoring. (RW)

ED 207 219

EA 014 012

Lachat, Mary Ann Musumeci, Marilyn

The Technical Assistance Base of the National Diffusion Network. Final Project Report. October, 1977-July, 1980.

Center for Resource Management, Yorktown Heights, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.

Pub Date—Nov 80

Contract—300-77-0047

Note—233p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—*Educational Improvement, Educational Innovation, Elementary Secondary Education, Federal Programs, *Improvement Programs, *Information Services, Staff Development, Technical Assistance, Validated Programs, Workshops

Identifiers—*Knowledge Production and Utilization, *National Diffusion Network, National Diffusion Network Programs

The Technical Assistance Base (TAB) was established to provide the National Diffusion Network (NDN), a nationwide federal effort at school improvement, with the technical support needed to help NDN members strengthen their knowledge and capacities. This document reports on TAB's accomplishments over its first three years. Section one gives an overview of NDN, briefly reviews the literature on technical assistance, and recounts the historical background and early evolution of TAB. Section two discusses TAB's objectives, assumptions, organizational structure, and procedures. TAB's achievements are described in section three, including the topics on which technical assistance was given, the number and types of clients served, the workshops and other modes used to deliver TAB services, and the level of client satisfaction with TAB. Section three also gives detailed lists of TAB workshops and group sessions and discusses TAB's emphasis on evaluation, leadership, rural schools, coordination with higher education, computer utilization, and career education. Section four offers a brief summary of the preceding three sections. Appended to the report are TAB activity report forms, a task analysis outline, and TAB needs assessment surveys. (Author/RW)

ED 207 220

EA 014 013

Mathews, Dewayne

Technical Education in New Mexico High Schools.

New Mexico State Legislature, Santa Fe. Legislative Education Study Committee.

Pub Date—20 Jan 81

Note—20p.; Report of the Legislative Education Study Committee to the Thirty-Fifth Legislature, First Session, in response to House Floor Substitute for House Joint Memorial 13 of the Thirty-Fourth Legislature, First Session.

Pub Type—Legal/Legislative/Regulatory Materials (090)—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Curriculum Development, Institutional Cooperation, Interdistrict Policies, Secondary Education, *Technical Education, *Vocational High Schools

Identifiers—New Mexico

In response to a request from the New Mexico legislature, this report assesses the feasibility of establishing technical high schools in the state. The first part of the report relates the current need for technical education to the nation's and the state's rapidly changing technological base. In part two the author addresses the difficulties New Mexico's public schools now have in providing technical education, including needs for additional facilities, up-to-date equipment, basic supplies, and vocational teachers with modern skills. Five ways to provide technical education are then discussed, encompassing vocational programs in conventional high schools, centralized programs within districts with more than one high school, separate technical high schools, cooperative vocational programs among small school districts, and area vocational schools such as are described for Lea and San Juan counties. Among the report's findings are that technical education can be expanded in New Mexico and that this will require commitments from local school boards. The report recommends the expansion of technical education programs in secondary schools, the encouragement of area vocational schools, and interdistrict cooperation to establish technical education programs. (Author/RW)

ED 207 221

EA 014 015

Daniel, Gary S. Grobe, Robert P.

Variables Associated With Effective Schooling.

Pub Date—Sep 81

Note—30p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Accountability, *Administrator Characteristics, Basic Skills, Coordination, Elementary Secondary Education, Expectation, Instructional Materials, *Organizational Effectiveness, *Predictor Variables, Principals, School Organization, Student Characteristics, Student Teacher Relationship, Teacher Characteristics,

Teaching Methods, *Time Factors (Learning) Identifiers—*School Effectiveness, Teacher Expectations

In this review of research findings, the authors identify ten categories of variables that may influence student learning and schools' instructional effectiveness. All the studies reviewed define effectiveness in terms of basic skills achievement, and all limit their research primarily to elementary schools and students with low socioeconomic status. The ten categories comprise (1) principals' achievement expectations and other characteristics; (2) time-related factors, such as time spent in school or time on task; (3) coordination among instructional programs; (4) teacher attitudes and other characteristics; (5) instructional materials and methods; (6) teacher-student interaction, including a discussion of reinforcement techniques; (7) basic skills acquisition; (8) instructional accountability, including teacher and student evaluation; (9) student background characteristics, including family income, race, or residence; and (10) organizational variables such as class size or resource allocation within the school. The research findings indicate that some school-effectiveness variables—including principals' instructional leadership and high expectations, time factors, and teachers' positive reinforcement—correlate highly with student achievement, while other variables are less closely related to achievement. (RW)

ED 207 222 EA 014 016

Denbo, Cheryl

A School Principal's Guide to Incentives to Promote Educational Equity for Girls and Boys. Final Report.

Ellis Associates, Inc., College Park, Md.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jun 81

Contract—NIE-P-0153

Note—117p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Access to Education, Administrator Evaluation, Counselor Evaluation, Curriculum Evaluation, *Educational Assessment, Elementary Secondary Education, Institutional Evaluation, Principals, Program Evaluation, School Policy, *Self Evaluation (Groups), Sex Bias, *Sex Fairness, Teacher Evaluation

Identifiers—*Assessment Instruments

To encourage educational equity for both sexes in elementary and secondary schools, this handbook provides materials for principals, other educators, and community members to use in assessing their progress toward achieving sex equity. The materials and information were gathered through nationwide contacts with those schools most likely to have developed systematic programs promoting sex equity. Each of the guidebook's five chapters examines a different aspect of sex equity in education, including (1) the school's overall progress toward sex equity; (2) equity in staff development, teacher evaluation, and other personnel practices; (3) equal access to all school programs, especially in vocational and physical education; (4) equity in student guidance and counseling programs; and (5) elimination of sexism in curriculum and library materials and in classroom practices. In each chapter, the handbook first discusses policies in sex equity and the need for policy statements, before listing principals' activities that can serve as incentives for change in their schools. Each chapter then gives a checklist for judging the extent to which sex equity is institutionalized in the school, and concludes by presenting examples of assessment tools to use in measuring the school's progress toward sex equity. (Author/RW)

ED 207 223 EA 014 017

Pinnell, Gay S. Lasley, Thomas J.

Networking and Accessing School Discipline Programs.

Pub Date—Apr 81

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Discipline Policy, Elementary Secondary Education, Interprofessional Relationship, *Interschool Communication, *Networks, School Community Relationship

Identifiers—*Networking

Examining the nature of the communication process as a factor in resolving teacher concerns with discipline problems, this report identifies and defines networking in the school setting and summarizes a study of 500 exemplary schools by the Phi Delta Kappa (PDK) Commission on School Discipline. The report discusses various networking applications within schools, between schools, or among different school systems. The PDK Commission study sought to identify school programs and community projects that successfully ameliorated school discipline problems by establishing close liaison with parents, community agencies, and community resources. Its efforts resulted in a directory of such projects and a handbook of effective practices for use by other districts. The paper also discusses obstacles to networking in education, including the time required, lack of communication, publicity avoidance, and difficulty in replicating successful networking programs. Recommendations for the use of the PDK network are provided. (JEH)

ED 207 224 EA 014 018

Paulin, Pauline

The Politics of Evaluation at the Local Level: A View Through Teachers' Perspectives.

Pub Date—Apr 81

Note—10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, Evaluation Methods, *Teacher Attitudes, *Teacher Evaluation, Teacher Role, Teaching Conditions

Identifiers—Autonomy (Personal)

Two studies surveyed teachers in elementary and secondary schools to discover the relationships among teachers' willingness to be evaluated, their perceived control over the activities being evaluated, their input into the evaluation process, and their trust in the evaluators' accuracy and expertise. The first study asked 150 teachers in an elementary school district about their control over seven teaching domains, including learning objectives, classroom conduct, and educational materials. The second study, covering 200 teachers in a secondary school district, examined their perceptions of eight teaching activities, such as planning and pacing classroom activities, and of five components of evaluation, including data collection and choice of evaluative criteria. The results of both studies showed that, for most domains, teachers' receptivity to evaluation is positively related to their perceived degree of control over the domain or activity being evaluated. In addition, secondary teachers were found to be more receptive to evaluation when they have greater input into evaluation decisions and greater trust of evaluators' expertise. These research findings indicate that evaluation will be most effective when teachers are equitably represented in evaluation design and implementation and when they trust their evaluators. (RW)

ED 207 225 EA 014 020

James, H. Thomas

Educational Administration: A Forty-Year Perspective.

Pub Date—14 Apr 81

Note—24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Characteristics, *Administrator Education, Desegregation Effects, Educational Administration, *Educational History, Elementary Secondary Education, Family Mobility, Religious Conflict, *Social Environment, *Superintendents, Unions

The past 40 years have witnessed changes in the characteristics, training, and social setting of the school superintendent. A 1939 survey showed that superintendents tended to be male, white, married, Protestant, upwardly-mobile, Republican, and from non-urban backgrounds. Most held masters' or baccalaureate degrees. A 1974 survey of Wisconsin superintendents indicates these characteristics remain much the same, although more superintendents now have masters' degrees. Administrative training for educators expanded greatly after World War II because of new federal and private funding and the proliferation of public and private educational ad-

ministration. By the 1960s, the oversupply of qualified administrators had led to a decline in the economic return to superintendents from their training and to an increase in subordinate administrative positions. While administrative training has become more theoretical, educational administration researchers and theoreticians have tended not to become superintendents. In the last 40 years superintendents have also had to adjust to four major social changes, including increased family mobility, desegregation and its controversies, renewed conflict between science and religion, and teacher unionism. Further, school business management has become more professional and school boards more democratic. State legislatures, however, have reduced school boards' policy-making powers. (RW)

ED 207 226 EA 014 021

Greenberg, Barry

The Potential for Program Evaluation in a "Developing" Country.

Pub Date—81

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Attitudes, Comparative Analysis, Cross Cultural Studies, *Developing Nations, Educational Resources, Foreign Countries, Higher Education, *Program Evaluation

Identifiers—*Bahamas, Cross National Studies

Differences in conditions in the U.S. and one developing country, the Bahamas, suggest that evaluation of higher education programs are more welcome in the latter. U.S. evaluation programs, such as Florida's annual review of selected disciplines in its nine state institutions of higher education, are few in number and have spread only recently, in response to declining resources and increasing demands for accountability. In developing countries, however, there is a critical need for program evaluation, because of these countries' large number of problems, the consequent need for many higher education programs, the lack of models for comparison, the sharp limits on resources and funding, and the need to deal with political pressures for particular programs. An example of a successful evaluation occurred in the Bahamas, where the College of the Bahamas assessed the need for and implementation and outcome of a new program to prepare secondary school dropouts for employment or higher education. The evaluation process included data collection and analysis as well as faculty training in evaluation methods. As expected, college and government officials were very receptive to the program evaluation process. (RW)

ED 207 227 EA 014 022

Dougherty, Philip And Others

Cost Effectiveness and the Community School.

Proceedings of a symposium of the American Educational Research Association (Los Angeles, California, April 13-17, 1981).

Arizona State Univ., Tempe. Southwest Regional Center for Community Education Development. Spons Agency—Mott (C.S.) Foundation, Flint, Mich.

Pub Date—Apr 81

Note—83p.

Pub Type—Collected Works - Proceedings (021) — Reports - Research (143) — Opinion Papers (120)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Community Schools, Community Services, *Cost Effectiveness, Elementary Secondary Education, Research Problems, School Community Programs, State Surveys

Identifiers—Maine, New Jersey (Atlantic City), Texas

The four papers in a symposium on the cost effectiveness of community schools are presented here, with a brief introduction. The first paper outlines the procedures necessary for an analysis of cost-effectiveness and identifies the problems in applying this analysis to community schools, including variable selection and measurement and value judgments. The second paper illustrates an analysis of cost-effectiveness of a single community school in Atlantic City, New Jersey. From data collected on the school's costs and services, the author concludes that this community school is relatively cost effective. In the third paper, the researcher applies a similar analysis to a regional community school in

Maine and finds that cost effectiveness varies among programs in the school. The fourth paper discusses a statewide analysis of cost-effectiveness of all community schools in Texas. Its authors find that the amount of the schools' expenditures correlates positively with the number of their activities and that the state's community schools as a whole are cost effective. (Author/RW)

ED 207 228

EA 014 023

Mann, Dale
Education Policy Analysis and the Rent-a-Troika Business.

Pub Date—15 Apr 81

Note—42p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981). Table 3 may be marginally legible due to small print.

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120) — Reports — Evaluative (142)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Disadvantaged Youth, Early Childhood Education, Educational Improvement, *Educational Policy, Educational Technology, Elementary Secondary Education, Job Training, *Political Influences, Tables (Data), *Teachers, Unions, Youth Employment

Identifiers—New York (New York), *Policy Analysis, School Effectiveness

Educational policy analysis consists of a "troika" of major components—politics (or power), technology (ideas), and service delivery (workers). Three case studies of New York City programs illustrate how the components interact in different situations. The city's School Improvement Project aims to make schools more effective in teaching poor children. It has not been successfully implemented, however, because politicians have not committed additional resources and because neither they nor the workers (teachers) believe the project can succeed. In the case of early childhood projects, the federally-funded Head Start and day care programs are successful but do not coordinate with similarly successful nursery and kindergarten programs in the city's public schools, chiefly because of differing political origins and because of cleavages between the workers' two unions. Finally, the city's youth employment training projects are split between public secondary school programs and the city employment department's training programs. Because data are lacking on either program's content and performance, program decisions depend mostly on political and union factors. Hence, as with early childhood projects, parallel programs remain uncoordinated. (Author/RW)

ED 207 229

EA 014 024

Christner, C. A.

The J. R. Syndrome: Administrator Bias in Teacher Evaluation. Publication Number 80.51. Austin Independent School District, Tex. Office of Research and Evaluation.

Pub Date—Apr 81

Note—41p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981). Figure 1, Attachments 1-5 may be marginally legible due to small print.

Pub Type—Speeches/Meeting Papers (150) — Reports — Research (143)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Bias, Degrees (Academic), Elementary Secondary Education, Ethnic Status, *Evaluators, Records (Forms), Sex, Tables (Data), Teacher Characteristics, *Teacher Evaluation, Teaching Experience

Identifiers—Austin Independent School District TX

To test for possible biases in school administrators' evaluations of staff members, researchers analyzed all evaluations of teachers and first-year professionals (teachers, librarians, counselors, and others) in the Austin (Texas) Independent School District for the three school years 1977-1980. Variables tested include evaluator's sex, ethnicity, instructional level, teaching experience, contractual status, and highest degree held, as well as evaluator's sex and ethnic status. Despite nearly annual changes in the evaluation forms, including a switch to competency-based forms, analyses of the ratings revealed similar evaluation trends in all three years. Males, blacks, secondary-level teachers and other professionals, inexperienced teachers, and those with bachelor's degrees and less permanent con-

tracts consistently received lower ratings. Evaluators in different sex or ethnic groups varied from year-to-year in awarding higher ratings. These results indicate the need to consider possible rater biases in the development, implementation, and use of teacher evaluation systems. Appended to the paper are copies of the five different teacher and professional evaluation forms used in the three-year period. (Author/RW)

ED 207 230

EA 014 025

Carter, David G., Sr.

A State's Response to Discipline: A Case Study.

Draft.

Pub Date—Apr 81

Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports — Research (143)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—*Discipline Policy, *Discipline Problems, Drug Abuse, Elementary Secondary Education, Hearings, State Surveys, Stealing, Vandalism, Violence

Identifiers—Connecticut

In response to the growing incidence of violence and vandalism in Connecticut schools, the state established the Interagency Task Force on School Security and the Citizens Advisory Council on Safe Schools to examine the problem. Two principal sources of information were developed, including a series of four regional hearings at which students, parents, school staff, and the public testified, and a questionnaire survey of Connecticut public school superintendents, teachers, and principals. The results indicated that the nature and extent of violence and disruption varied considerably from one type of community to another and from one school to another. Destruction and theft of school and personal property, as well as drug and alcohol use, were among the most severe problems reported. Lesser problems included assaults on students and teachers, intruders, and extortion. It was found that a number of assaults on teachers go unreported because teachers feel such assaults place their ability to handle students in question. The report includes 16 recommendations designed to alleviate the problems of violence and disruption in Connecticut schools. (JEH)

ED 207 231

EA 014 026

Carter, David G., Sr.

Competency Testing: Assessment or Politics?

Draft.

Pub Date—Apr 81

Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150) — Legal/Legislative/Regulatory Materials (090)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Academic Standards, Accountability, Court Litigation, Educational Legislation, Educational Policy, Elementary Secondary Education, Ethnic Discrimination, Minimum Competencies, *Minimum Competency Testing, *Political Influences, Public Opinion, *Racial Discrimination, Social Discrimination, State Legislation, Student Certification, *Testing Problems

Competency testing legislation is the result of citizen pressure and lacks the benefit of careful deliberation by professionals. Hastily passed legislation has forced state departments of education and school districts to accept their duty to implement competency testing programs without the appropriate resources. Many of the basic problems of competency testing include test bias, simplicity of test items, lack of in-service or other training resources, and poor communication with parents. In some cases poorly administered testing programs have resulted in racial discrimination and cultural or linguistic bias. To avoid such possibilities, school authorities must develop a process that ensures that all participants understand the program, that tests are carefully developed and piloted, and that appropriate statistical measures are employed to avoid linguistic bias and insure validity and reliability of tests. (JEH)

ED 207 232

EA 014 030

Isaac, Stephen

A New Perspective on the Use of Evaluation Data in Title I Schools Also Involved in a Court-Ordered Integration Program.

Pub Date—16 Apr 81

Note—5p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports — Descriptive (141)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Achievement Tests, Basic Skills, *Compliance (Legal), *Court Litigation, Elementary Secondary Education, *Mastery Learning, Minimum Competency Testing, Norm Referenced Tests, Program Evaluation, Test Interpretation

Identifiers—Bloom (Benjamin S), *San Diego Unified School District CA

A recent California Supreme Court ruling required San Diego Unified School District to implement a course of study in its minority isolated schools that would result in 50 percent of the students achieving at or above national norms on the Comprehensive Test of Basic Skills. In response to the court order, the district initiated the Achievement Goals Program, in which a curriculum is defined, specified, and arranged in levels to accommodate a range of entry level skills. The teacher teaches an instructional unit for two weeks, then administers the first of two parallel forms of a mastery test. A three-day reteaching cycle provides additional help for those experiencing difficulty. The school year is divided into 12 instructional units in reading and mathematics, each assessed for mastery with provisions for the reteaching cycle. Initial reaction to the program from teachers and students has been favorable. (JEH)

ED 207 233

EA 014 031

Rodriguez, Jerry

Cultural Awareness of Minority Groups: Some Implications for School-Community Interaction.

Pub Date—17 Aug 81

Note—9p.; Paper presented at the National Conference of Professors of Educational Administration (35th, Seattle, WA, August 16-21, 1981).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Administrator Education, Administrator Role, *Communication Problems, *Communication Skills, Cross Cultural Training, *Cultural Awareness, Cultural Influences, Cultural Traits, Culture Conflict, Elementary Secondary Education, Minority Group Influences, Racial Relations, *School Community Relationship

Identifiers—*Intercultural Communication

Interaction between minority groups and local schools can be improved through increased cultural awareness by schools. School districts' responsiveness to the dominant social influences of the local community, coupled with minorities' reluctance to participate in school affairs, has helped deprive minority children of exposure to the unique elements of their ethnic heritage. Cultural differences between minorities and school personnel in such elements as grammar, style, gestures, and postures lead to communication problems. Administrators must become more aware of cultural differences and improve their own intercultural communications skills. Institutions responsible for training educational administrators can help to alleviate such communication problems by providing courses and workshops on cross-cultural communication. (JEH)

ED 207 234

EA 014 037

Schenck, Susan J.

Ramifications of the Minimum Competency Movement for Special Education.

Pub Date—Apr 81

Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports — Research (143)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Disabilities, *Graduation Requirements, High School Graduates, Individualized Education Programs, *Minimum Competency Testing, Secondary Education, Special Education, State Legislation, *State Standards, *Testing Problems

Minimum competency testing programs, which assess the basic skills deemed necessary for assimilation into society, have been mandated in several states. Some competency assessment devices, however, do not take handicapping conditions into account. Furthermore, disagreement over what constitutes minimum competency prevails among the various state regulations. The minimum competency requirements of 26 states were examined for inclusion of the handicapped, provision of alternate testing procedures, utilization of the individual education program (IEP) to specify minimum competency instruments, and use of separate standards or special diplomas or graduation requirements. Thirty-five percent of the regulations examined include the handicapped. Sixteen states provide directions for alternate testing procedures; 12 states make reference to the IEP and specify how it is to be used. Further, a wide range of procedures exist regarding the use of competency tests as prerequisites to graduation. Special educators must have a hand in the revision of existing regulations, and in the development of new ones, to ensure their appropriateness for the disabled. (JEH)

ED 207 235 EA 014 041
Kamin, Jonathan Erickson, Donald A.

Cooperative Competition and Free Choice: The Results of a Two-System Open School Enrollment Policy. Final Report.
San Francisco Univ., Calif. Center for Research on Private Education.
Spons Agency—Spencer Foundation, Chicago, Ill.
Pub Date—Feb 81

Note—127p.; Figures 4 and 5, Appendices B and C may be marginally legible due to small print.
Pub Type—Speeches/Meeting Papers (150) — Reports — Research (143)

EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Catholic Schools, *Comparative Analysis, Educational Environment, Educational Finance, Elementary Secondary Education, Enrollment, Foreign Countries, *Open Enrollment, Public Relations, *Public Schools, Student Recruitment

Identifiers—Saskatchewan (Saskatoon), *School Choice

In the city of Saskatoon (Saskatchewan), parents and students have a unique opportunity to choose between nondenominational public schools and publicly supported Roman Catholic schools, with no penalties or fees attached to either choice. The research described was carried out principally through face-to-face interviews with the officials of both school systems. The paper first deals with the cultural, historical, and legal background underlying the agreement to allow free choice between systems. Following that is a description of the administrative structure of the two systems and of the alternatives provided. Finally, the causes and consequences of this variation are discussed. Further study is warranted in this area, both to determine the effects of the agreements on the way families choose schools, and on the interacting effects of parental choice, the agreements, and school climate. The situation is also of interest to those concerned with voucher plans because, although not strictly speaking a voucher plan, the degree of freedom of choice present in Saskatoon mimics many such plans. (Author/MLF)

ED 207 236 EA 014 042
Parrett, William

Alternative Schools: What's Really Happening in the Classrooms.

Pub Date—Apr 81
Note—43p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981). Tables 3, 4, and 7, Figures 1-9, and Exhibit 4 may be marginally legible due to small print.

Pub Type—Speeches/Meeting Papers (150) — Reports — Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Classroom Environment, *Comparative Analysis, Correlation, *Educational Practices, Factor Analysis, *Nontraditional Education, Secondary Education, Student Attitudes, Student Teacher Relationship, Tables (Data), Teacher Attitudes, Teacher Role, *Teaching Methods, *Traditional Schools

Based on primary research relating to the theoretical framework of alternative schools, this study investigated teachers' and students' perceptions of instructional practices in alternative and conventional public schools to determine if differ-

ences in actual teaching practices do occur between the two types of schooling. Ten high schools participating in the study represented districts possessing nationally recognized alternative schools and their conventional counterparts. Data were collected from 596 students in alternative schools and 809 students in conventional schools and from 76 participating teachers. The instruments used to gather the data were inventories of teacher functions containing a variety of traditional and non-traditional teaching functions. The determination of cross-group correlation coefficients and a factor analysis yielded findings that indicated the existence of significant instructional differences between sample groups. For example, both students and teachers agree that alternative school teachers are more likely to (1) assist individual students in dealing with personal concerns; (2) provide out-of-school experiences; (3) encourage students to express their feelings; (4) write evaluation of students' work; and (5) have students sign learning contracts. (Author/MLF)

ED 207 237 EA 014 043
McBeath, Marcia

An Application of the PMI Model at the Project Level Evaluation of ESEA Title IV-C Projects.

Pub Date—15 Apr 81
Note—28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981). For related documents, see EA 014 044-046 and EA 014 059-060.

Pub Type—Speeches/Meeting Papers (150) — Reports — Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Educational Objectives, Elementary Secondary Education, *Evaluation Methods, *Input Output Analysis, *Measurement Techniques, *Models, *Program Evaluation, Research Methodology

Identifiers—*District of Columbia Public Schools, *Planning Monitoring Implementation Model

All of the papers presented as part of a symposium concerned the application of the Planning, Monitoring, and Implementation Model (PMI) to the evaluation of the District of Columbia Public Schools' programs supported by the Elementary Secondary Education Act (ESEA) Title IV-C. PMI was developed to provide a model for systematic evaluation of educational programs to determine their effectiveness in achieving goals and objectives. The PMI model involves a clear statement of intended objectives, a monitoring of inputs, and observation of results. Reporting forms require this information in an evaluation design at the beginning of the project year in the fall, an interim report in the late winter, and a final report after completion of the project year. Examples from three different PMI evaluated projects are used to illustrate the three parts of PMI. This paper demonstrates the applicability of the PMI model at the project level, when an experimental research design must be part of the evaluation approach, and includes aspects of the model contributing to reporting, dissemination, and decision-making. Also included in the paper are the responses of eight of the nine 1980-81 project directors to a questionnaire comparing PMI to other evaluation methods. (Author/MLF)

ED 207 238 EA 014 044
Cobb, Herman, Jr.

Application of the PMI Model at the System Level: Evaluation of a Systemwide Program Implementation.

Pub Date—15 Apr 81
Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981). For related documents, see EA 014 043, EA 014 045-046, and EA 014 059-060.

Pub Type—Speeches/Meeting Papers (150) — Reports — Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Objectives, *Evaluation Methods, *Input Output Analysis, *Measurement Techniques, *Models, Primary Education, *Program Evaluation, Program Implementation, Research Methodology, School Districts, Student Promotion

Identifiers—*District of Columbia Public Schools, *Planning Monitoring Implementation Model

A practical application of the Planning, Monitoring, and Implementation Model (PMI) is illustrated in the evaluation of the District of Columbia Public Schools' Student Progress Plan. The plan adheres to

the principle that the student be encouraged to move along an instructional continuum at his or her individual rate. The Division of Research and Evaluation employed the PMI model to evaluate the implementation of the Student Progress Plan in grades 1-3 for school year 1980-81. The PMI model allowed for the enumeration of intended inputs, processes, and outcomes; monitoring of each stage of implementation; and easy identification of discrepancies. The appendices contain an evaluation design based on the PMI model, data collection instruments, and the questionnaire to be completed by principals and classroom teachers. (Author/MLF)

ED 207 239 EA 014 047
Quatrano, Louis A.

Examining Management Success Potential.

Pub Date—Apr 81
Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports — Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Characteristics, *Administrators, *Health Personnel, High Achievement, Higher Education, Measurement Techniques, *Models, *Predictive Measurement, *Success

The derivation of a model of management success potential in hospitals or health services administration is described. A questionnaire developed to assess management success potential in health administration students was voluntarily completed by approximately 700 incoming graduate students in 35 university health services administration programs nationwide during the fall of 1975. Similar items on the questionnaire felt to be critical to successful management were grouped and weighed by two judges. Indices derived were then factor analyzed, resulting in the four dimensions of dynamism, open-mindedness, balance, and experience. During the next step, all participating students were ranked on all indices. The prediction of students' management success potential based on this model was contrasted with ratings assigned by six health services administration faculty on a subset of students ranked high and low on the dimensions of administrative success potential. The model suggests that there are four statistically independent and yet conceptually interrelated indicators that are predictive of potential management success in health service careers. One of the major assets of the model proposed may be to minimize inconsistency in human decision-making by reducing the risk of information overload and fatigue. (Author/MLF)

ED 207 240 EA 014 048
Anderson, Barry D. Dorsett, Rebecca

Production of Academic Achievement as a Function of Teachers' Training, Experience and Salaries.

National Inst. of Education (DHEW), Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Apr 81

Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).
Pub Type—Reports — Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Administrative Policy, Elementary Education, Expenditures, *Outcomes of Education, Peer Influence, Predictor Variables, Racial Factors, Teacher Influence, *Teacher Qualifications, Teaching Experience

Identifiers—Missouri (Saint Louis)

In an attempt to link public school expenditures to educational outputs, achievement test results of 6,605 elementary students in St. Louis, Missouri, were analyzed to see whether training and experience of teachers has an impact on student outcomes. The researchers matched individual students with teachers for five-year periods during grades three through eight. Variables examined include students' test scores and race, school enrollment and attendance, pupil-teacher ratios, percentage of non-white students and teachers, ratings of teachers' baccalaureate and graduate institutions, and eight factors relating to achievement levels of students' classmates. The study found that previous achievement levels and student intelligence are excellent

predictors of achievement; that teacher experience is occasionally a factor in student achievement; and that the effect of teacher and school variables is larger for black students than for white students. The study concludes that school level variables explain virtually none of the variation in student achievement and that it is unlikely that such factors as administrator intensity, teacher and pupil attendance rates, and resource allocation will have much impact on student achievement. (JEH)

ED 207 241 EA 014 049
Support Staff Absenteeism: Experiences and Practices of School Systems. ERS Report.
Educational Research Service, Arlington, Va.
Pub Date—81
Note—56p.; For a related document, see EA 014 050.

Available from—Educational Research Service, Inc., 1800 North Kent St., Arlington, VA 22209 (Stock No. 219-21662; \$22.00).

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

Document Not Available from EDRS.

Descriptors—Attendance, Collective Bargaining, Elementary Secondary Education, Leaves of Absence, National Surveys, *Nonprofessional Personnel, *Personnel Policy, School Districts, School Personnel, Tables (Data)

Identifiers—Absenteeism (Employee)

The second of a two-part report, presents the findings of a national survey on staff absenteeism for the school year 1978-79. Of the 1,423 public school systems sampled, 392 (28 percent) returned usable replies to the survey on support staff absenteeism. Information is generally presented in four enrollment groupings of school systems. Two sets of absence data (absence rates and average number of days absent per support staff) are presented by pupil enrollment, and also by eight other classifications: grade span, geographic region, Standard Metropolitan Statistical Area (SMSA) category, type of community served, average salary of support staff member, method of absence reporting, negotiating status of school system, and personal leave provisions. In addition to the summary tables, each volume contains examples of local school system analyses of employee attendance records or reports and descriptions of recent local studies on absenteeism or leave usage. School system policies/procedures or provisions in negotiated contracts relating to staff absenteeism are also presented. (Author/MLF)

ED 207 242 EA 014 050
Teacher Absenteeism: Experience and Practices of School Systems. ERS Report.
Educational Research Service, Arlington, Va.
Pub Date—81
Note—88p.; For a related document, see EA 014 049.

Available from—Educational Research Service, Inc., 1800 North Kent St., Arlington, VA 22209 (Stock No. 219-21660; \$24.00).

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

Document Not Available from EDRS.

Descriptors—Collective Bargaining, Elementary Secondary Education, *Leaves of Absence, National Surveys, Personnel Policy, School Districts, Tables (Data), *Teacher Attendance

Identifiers—Absenteeism (Employee)

The first of a two-part report, this document presents the findings of a national survey on staff absenteeism for the school year 1978-79. Of the 1,423 public school systems sampled, 470 (33 percent) returned usable replies to the survey on teacher absenteeism. Two sets of absence data (absence rates and average number of days absent per support staff) are presented by pupil enrollment and also by eight other classifications: grade span, geographic region, Standard Metropolitan Statistical Area (SMSA) category, type of community served, average salary of teachers, method of absence reporting, negotiating status of school system, and personal leave provisions. In addition to the summary tables, each volume contains examples of local school system analyses of employee attendance records or reports and descriptions of recent local studies on absenteeism or leave usage. School system policies/procedures or provisions in negotiated contracts relating to staff absenteeism are also provided. (Author/MLF)

ED 207 243 EA 014 059
Bland, June D.

An Application of the PMI Model at the System Level: Evaluation of a Division in Central Administration.

Pub Date—15 Apr 81

Note—38p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981). For related documents, see EA 014 043-046 and EA 014-060.

Pub Type—Speeches/Meeting Papers (150) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elementary Secondary Education, *Evaluation Methods, *Input Output Analysis, *Intermediate Administrative Units, *Measurement Techniques, Models, *Program Evaluation, School Districts

Identifiers—*District of Columbia Public Schools, *Planning Monitoring Implementation Model

Each of the divisions of the Office of Educational Accountability in the District of Columbia Public Schools was required to submit an evaluation design that would be used to measure division accomplishments at the end of the school year. Since the Division of Research and Evaluation had already completed the development of the Planning, Monitoring, and Implementation Model (PMI), the model was used to develop the design for the evaluation of the division's performance. As a result of applying the PMI model, not only were objective outcomes described, but a comprehensive explanation of other operational levels (inputs and processes), which contributed to or impeded the accomplishment of those objectives, was also presented. Examples of reporting forms are contained in the appendices as is a sample of a complete report for one objective. (Author/MLF)

ED 207 244 EA 014 072
Stone, Franklin D.

International Developments in Educational Administration.

Iowa Univ., Iowa City. Coll. of Education.

Pub Date—Sep 81

Note—13p.; For related document, see EA 011 804. Available from—Monograph IDEA; Division of Educational Administration, 210 Lindquist Center, University of Iowa, Iowa City, IA 52242 (\$2.25 North America; \$2.75 surface outside N.A.; \$3.25 air mail outside N.A.).

Pub Type—Reports - Research (143) — Opinion Papers (120)

Document Not Available from EDRS.

Descriptors—*Educational Administration, Elementary Secondary Education, Global Approach, Group Membership, History, *International Organizations, Leadership, Organizational Objectives, Postsecondary Education

Identifiers—Commonwealth Council for Educ Administration, European Forum for Educational Administration, Inter American Society for Educ Administration, International Intervisitation Program Educ Admin, University Council for Educational Administration

Review of the history and characteristics of international organizations in educational administration suggests that the time may be right for a worldwide organization. Five international organizations have formed since 1959, when the University Council for Educational Administration linked U.S. and Canadian educators. A chronological chart illustrates the quickening of interest in the 1970s, when international organizations formed in the Commonwealth of Nations, Europe, and the Americas. A table compares the five existing organizations' memberships, executive directors' status, policy directions, meeting times, research activities, publications, and languages used. Since the 1950s individual leaders have played a large role in establishing international organizations, particularly in the North American and Commonwealth groups. A listing of leaders in educational administration in 1966 and 1978 indicates an expansion in the numbers of countries and leaders involved. Preliminary discussions have occurred on the formation of a worldwide organization. The discussions cover the objectives of a world group and the number of countries not presently represented in an international organization. Debate also continues on the timeliness and structure of such a worldwide organization. (RW)

ED 207 245 EA 014 077
West, Phillip T.

An Analysis of Public Relations Policy Development in Selected Public School Districts.

Pub Date—11 Aug 80

Note—49p.; Paper presented at the Annual Meeting of the National Conference of Professors of Educational Administration (34th, Norfolk, VA, August 10-15, 1980).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Board of Education Policy, Elementary Secondary Education, National Surveys, Organizational Objectives, Participation, *Policy Formation, Position Papers, *Public Relations, School Community Relationship, Values

In response to school districts' needs to improve public confidence in the schools, researchers surveyed 74 public relations directors in 147 districts in 25 states to determine the key ingredients for developing a model public relations policy. Respondents ranked 93 paired statements on both what "are" and what "ought to be" their districts' policy development processes in public relations. The statements fell into six areas, including participation in policy formation, values, goals, administrative structure, strategies, and policy assessment. Demographic and other data were also collected on the respondents and their districts. Respondents tended to be untenured staffers with bachelors' or masters' degrees and some experience in teaching, administration, and public relations. Their districts were mostly medium-sized and suburban with a written public relations policy. Analysis of variance on the 93 paired statements yielded 41 with significantly high rankings. Among the policy development recommendations were that educators, parents, and students should participate in determining district public relations policy; that schools and communities must have mutual trust; and that school principals should carry out their own public relations programs. (RW)

ED 207 246 EA 014 104
Rainey, Malcolm F. Connell, Elaine C.

Roles, Competencies and Leadership Qualities of Administrators and Supervisors: An Annotated Bibliography.

Pub Date—81

Note—28p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Administrator Role, *Administrators, *Annotated Bibliographies, Competence, Elementary Secondary Education, *Leadership Qualities, *Principals, *Superintendents, *Supervisors

This annotated bibliography was organized from articles listed in issues of the "Education Index" from July 1978 through June 1981 for the purpose of producing a reference tool that would be useful to students and others interested in literature related to the roles, competencies, and leadership qualities of administrators and supervisors. The key words used in the search were administrators, principals, superintendents, and supervisors. A total of 177 entries are listed alphabetically within each yearly group: July 1978 through June 1979, July 1979 through June 1980, and September 1980 through June 1981. (Author/MLF)

ED 207 247 EA 014 110
Haddad, Wadi D. And Others

(Education: Sector Policy Paper. Third Edition) [In Arabic; Japanese].

World Bank, Washington, D. C.

Pub Date—Apr 80

Note—336p.; Figures and tables may reproduce poorly. For same document in other languages, see ED 193 769, EA 014 111-112. Not available in paper copy due to faint small print.

Available from—World Bank, 1818 H St., N.W., Washington, DC 20433 (single copy free).

Language—Arabic; Japanese

Pub Type—Opinion Papers (120) — Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Costs, Developing Nations, *Economic Development, Educational Administration, *Educational Development, Educational Finance, *Education Work Relationship, *Efficiency, Elementary Secondary Education, Employment Opportunities, *Equal Education,

Foreign Countries, *Literacy, Postsecondary Education, Tables (Data), Vocational Education Identifiers—*World Bank

The present paper updates the World Bank's interpretation of education development and outlines a policy framework for lending for education. After chapters on the relationship between education and development and on the state of education development, the paper devotes a chapter to each of five issues: the expansion and equalization of educational opportunities, the internal efficiency of education systems, the relationship between education and work, the administration and management of education systems, and the costs and finance of education. Subsequent chapters examine external aid to education, review the World Bank's policies and program in lending, and consider the future policies and program of the bank. The policy framework of the bank is outlined in five principles that reflect the five issues discussed earlier. Extensive tables are appended. (IRT)

ED 207 248 EA 014 111

Haddad, Wadi D. And Others
Education: Politique Sectorielle. Troisième Edition.
(Education: Sector Policy Paper. Third Edition.)
World Bank, Washington, D. C.
Pub Date—Apr 80
Note—159p.; Figures and tables may reproduce poorly. For same document in other languages, see ED 193 769, EA 014 110, EA 014 112.
Available from—World Bank, 1818 H St., N.W., Washington, DC 20433 (single copy free).
Language—French
Pub Type—Opinion Papers (120) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Economic Development, Educational Administration, *Educational Development, Educational Finance, *Education Work Relationship, *Efficiency, Elementary Secondary Education, Employment Opportunities, *Equal Education, Foreign Countries, Literacy, Postsecondary Education, Tables (Data), Vocational Education

Identifiers—*World Bank

The present paper updates the World Bank's interpretation of education development and outlines a policy framework for lending for education. After chapters on the relationship between education and development and on the state of education development, the paper devotes a chapter to each of five issues: the expansion and equalization of educational opportunities, the internal efficiency of education systems, the relationship between education and work, the administration and management of education systems, and the costs and finance of education. Subsequent chapters examine external aid to education, review the World Bank's policies and program in lending, and consider the future policies and program of the bank. The policy framework of the bank is outlined in five principle principles that reflect the five issues discussed earlier. Extensive tables are appended. (IRT)

ED 207 249 EA 014 112

Haddad, Wadi D. And Others
Education: Documento de Política Sectorial. Tercera Edición. (Education: Sector Policy Paper. Third Edition.)
World Bank, Washington, D. C.
Pub Date—Apr 80
Note—167p.; Figures and tables may reproduce poorly. For same document in other languages, see ED 193 769, EA 014 110-111.
Available from—World Bank, 1818 H St., N.W., Washington, DC 20433 (single copy free).
Language—Spanish
Pub Type—Opinion Papers (120) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Costs, Developing Nations, *Economic Development, Educational Administration, *Educational Development, Educational Finance, *Education Work Relationship, *Efficiency, Elementary Secondary Education, Employment Opportunities, *Equal Education, Foreign Countries, *Literacy, Postsecondary Education, Tables (Data), Vocational Education Identifiers—*World Bank

The present paper updates the World Bank's interpretations of education development and outlines a policy framework for lending for education. After chapters on the relationship between education and development and on the state of education development, the paper devotes a chapter to each of

five issues: the expansion and equalization of educational opportunities, the internal efficiency of education systems, the relationship between education and work, the administration and management of education systems, and the costs and finance of education. Subsequent chapters examine external aid to education, review the World Bank's policies and program in lending, and consider the future policies and program of the bank. The policy framework of the bank is outlined in five principles that reflect the five issues discussed earlier. Extensive tables are appended. (IRT)

ED 207 250 EA 014 118

Chabotar, Kent J. Kell, Diane G.
An NIE Program and Its Policy Context. Linking R&D with Schools.
Abt Associates, Inc., Cambridge, Mass.
Spons Agency—National Inst. of Education (ED), Washington, D.C. Dissemination and Improvement of Practice Program.
Report No.—AAI-78-75
Pub Date—Sep 78
Contract—NIE-R-77-0015

Note—25p.; For related documents, see ED 188 314, ED 192 437, ED 196 134, EA 014 119-131 and EA 014 167.
Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Educational Improvement, *Educational Innovation, *Educational Policy, Elementary Secondary Education, *Evaluation Methods, Linking Agents, Problem Solving, *Program Evaluation, Research Utilization
Identifiers—Knowledge Utilization, *Research and Development Utilization Program

To give an overview of the National Institute of Education's Research and Development Utilization (RDU) program, this report summarizes the program's goals, structure, and evaluation study and discusses the educational policy issues the program seeks to answer. Designed to enhance local school improvement efforts in the areas of basic skills and career education, the RDU program attempts to help schools learn to use existing, validated products of educational research and development (R&D). The program's seven separate projects each stress improving schools' problem-solving and knowledge utilization through direct cooperation with schools, using linking agents and resource agencies, and encouraging local decision-making. The RDU evaluation study employs site visits, interviews, surveys, and case studies to analyze the schools, linking agents, and projects involved and to address seven major policy issues. To ensure that the study is oriented toward user needs, researchers asked 25 educational policy makers to examine the program and rank the policy issues. The policy makers endorsed the program and ranked highest the issues of R&D product impact after implementation, RDU program efficiency, and linking agent usefulness. An appendix briefly describes the seven RDU projects. (RW)

ED 207 251 EA 014 119

Kell, Diane Louis, Karen Seashore
The Role of Local Action Teams in School Improvement. Linking R&D with Schools.
Abt Associates, Inc., Cambridge, Mass.
Spons Agency—National Inst. of Education (ED), Washington, D.C. Dissemination and Improvement of Practice Program.
Pub Date—Jun 80
Contract—400-78-0002

Note—48p.; For related documents, see ED 188 314, ED 192 437, ED 196 134, EA 014 118-131 and EA 014 167.

Pub Type—Reports - Descriptive (141) — Guides

Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrator Role, Case Studies, *Decision Making, Educational Improvement, Elementary Secondary Education, *Groups, Group Structure, Leadership, Organizational Communication, Problem Solving, Research Utilization, Teacher Administrator Relationship
Identifiers—*Local Action Teams, Participative Decision Making, *Research and Development Utilization Program

Intended as a guide for educators in shared decision-making, this report summarizes the structures, procedures, and activities of local action teams in 49 schools involved in the National Institute of Education's Research and Development Utilization (RDU) program. Local action teams in the RDU program consisted of formal groups of teachers and

administrators empowered to make decisions on local school improvement using decision-making models based on problem-solving and knowledge utilization. The guide discusses the consequences, organization, procedures, and leadership and communication factors involved in employing local action teams. To illustrate each of these aspects, the guide cites examples of successful local action teams in three of the 49 schools: a rural northeastern elementary school, an urban southeastern elementary school, and a suburban West Coast middle school. Included in the report's discussion are the benefits and problems of shared decision-making, the local action team's function, size, representation, and training, the principal's role, involvement of non-team faculty, and problem-solving practices. The authors identify 11 factors contributing to a local action team's effectiveness, including strong leadership, assistance from external facilitators, and willingness to commit considerable energy to the project. (Author/RW)

ED 207 252 EA 014 120

Spencer, Gregory J. Louis, Karen Seashore
Special Report on the Training and Support of Educational Linking Agents. Linking R&D with Schools.

Abt Associates, Inc., Cambridge, Mass.
Spons Agency—National Inst. of Education (ED), Washington, D.C. Dissemination and Improvement of Practice Program.
Pub Date—Sep 80
Contract—400-78-0002

Note—98p.; For related documents, see ED 188 314, ED 192 437, ED 196 134, EA 014 118-131 and EA 014 167.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Elementary Secondary Education, Interprofessional Relationship, *Job Training, *Linking Agents, Program Evaluation, Tables (Data), *Training Methods

Identifiers—*Research and Development Utilization Program, *Support Systems

In the National Institute of Education's Research and Development Utilization (RDU) program, individual linking agents assisted the schools participating in RDU projects to locate or generate information that would help improve their educational practices. To assess the training and support provided these field agents by the seven RDU projects, researchers surveyed 49 linking agents, examined each project's training methods, content, and timing, and interviewed the 49 agents' direct supervisors. Linking agent training covered problem-solving, interpersonal and group dynamics, knowledge availability and use, and project administration. Training methods included group discussion, role-playing, one-on-one teaching, and lectures. The research data showed that (1) only minor differences existed among the projects in the training provided; (2) linking agents would have preferred greater variety in training methods and content and greater emphasis on skill development rather than on information acquisition; (3) RDU projects and the agents' host agencies were both important sources of support; and (4) support activities had more impact on agents than training did. The authors recommend that the RDU Program enhance its support for linking agents by helping them interact more with each other and with more resource agencies. (Author/RW)

ED 207 253 EA 014 121

Chabotar, Kent John And Others
A Study of the R&D Utilization Program. RDU Study and Its Policy Context: Perspectives of Educational Policy Makers. A Memorandum.
Abt Associates, Inc., Cambridge, Mass.

Spons Agency—National Inst. of Education (ED), Washington, D.C. Dissemination and Improvement of Practice Program.
Pub Date—1 Dec 80
Contract—400-78-0002

Note—29p.; For related documents, see ED 188 314, ED 192 437, ED 196 134, EA 014 118-131 and EA 014 167.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Educational Policy, Educational Research, Elementary Secondary Education, Government School Relationship, *Policy Formation, Program Evaluation, *Research Utilization
Identifiers—Policy Makers, *Research and Development Utilization Program, *Research Results
As part of the evaluation study of the Research

and Development Utilization (RDU) program of the National Institute of Education (NIE), researchers interviewed 14 educational policy makers in the federal Department of Education, in the NIE, and on congressional committee staffs to discover their reactions to preliminary RDU findings. The four legislative and ten executive interviewees also ranked the importance of the seven RDU study issues and suggested how to make the study report's executive summary most relevant to policy making. Both legislative and executive policy makers agreed substantially on the seven issues' relative importance but disagreed sharply with the 1978 opinions of 25 state and federal policy makers on the relevance of RDU efficiency and the impact of educational research. Preliminary RDU findings indicated successful implementation of new practices, effective RDU intervention in schools, low RDU costs at the school level, and establishment of an RDU service delivery network. The policy makers saw 23 policy implications for these findings, in federal policy development, program development and refinement, directions for future research, and influence on federal legislation. They recommended that the executive summary be brief and target high educational decision-makers. (Author/RW)

ED 207 254 EA 014 122

Chabotar, Kent John And Others

Relationships Between Local Contributions and the Success of a Federal School Improvement Program. Draft.

Abt Associates, Inc., Cambridge, Mass.

Spons Agency—National Inst. of Education (ED), Washington, D.C. Dissemination and Improvement of Practice Program.

Report No.—AAI-81-48

Pub Date—May 81

Contract—400-78-0002

Note—8p.; Part of the Study of the R&D Utilization Program. Not ED 196 134, EA 014 118-131 and EA 014 167. document. For related documents, see ED 188 314, ED 192 437, ED 196 134, EA 014 118-131.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Cost Effectiveness, Elementary Secondary Education, *Federal Aid, Government School Relationship, Program Costs, *Program Effectiveness, *School Support, Success

Identifiers—*Research and Development Utilization Program

To gauge one component of the cost effectiveness of the National Institute of Education's Research and Development Utilization (RDU) program, researchers compared participating schools' use of direct federal resources with their use of local resources. They also examined the relationship of RDU costs to the program's outcomes at the school level. Data were gathered on a sample of 22 schools through financial audits and interviews with teachers and administrators. The results showed that an average of 80 percent of the RDU program's total costs were "inkind" costs resulting from the provision of local resources, mostly donated staff time. Statistical analysis indicated that, while total program costs did not correlate with any measure of RDU success, the percentage of locally contributed resources was positively associated with successful RDU outcomes, especially concerning the program's organizational impact on the schools, its developmental impact on school staff, and the school's incorporation of educational innovations. (Author/RW)

ED 207 255 EA 014 123

Louis, Karen Seashore And Others

Staff Development and Curriculum Change: What's Good for Teachers is Good for Schools. (Draft).

Abt Associates, Inc., Cambridge, Mass.

Spons Agency—National Inst. of Education (ED), Washington, D.C. Dissemination and Improvement of Practice Program.

Report No.—AAI-81-14

Pub Date—2 Feb 81

Contract—400-78-0002

Note—12p.; Part of the Study of the R&D Utilization Program. For related documents, see ED 188 314, ED 192 437, ED 196 134, EA 014 118-131 and EA 014 167.

Pub Type—Reports - Evaluative (142) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Change Strategies, Demonstration Programs, Educational Change, Educational Research, Elementary Secondary Education, Inservice Education, *Program Attitudes, *Program Evaluation, *Research Utilization, *Staff Development, *Teacher Attitudes, Teacher Improvement, *Teacher Participation, Technical Assistance

Identifiers—*Research and Development Utilization Program

This brief report summarizes the staff development benefits that occurred as a result of teachers participating in the Research and Development Utilization Program (RDU). Surveys of 540 teachers revealed the five most frequently cited staff development benefits to be: (1) learning more about curriculum development; (2) learning more about the availability of research- and development-based materials and programs; (3) acquiring new resources for helping other staff members; (4) gaining in self-confidence; and (5) learning more about the problem-solving process. Features of the programs that aided staff development were the use of school-based "local action teams"; the focus of training and the program on actual problems facing teachers in their work; and the use of tested, high quality materials. The report concludes that teachers who participated on a team benefited more than those who did not, and that providing expert training in implementing a new curriculum produced staff development benefits. The study suggests that merging inservice/staff development programs and planned change programs will create a more complementary use of limited school funds. (Author/MLF)

ED 207 256 EA 014 124

Louis, Karen Seashore

Policy Researcher as Sleuth: New Approaches to Integrating Qualitative and Quantitative Methods.

Abt Associates, Inc., Cambridge, Mass.

Spons Agency—National Inst. of Education (ED), Washington, D.C. Dissemination and Improvement of Practice Program.

Pub Date—16 Apr 81

Contract—400-78-0002

Note—24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981). For related documents, see ED 188 314, ED 192 437, ED 196 134, EA 014 118-131 and EA 014 167.

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Case Studies, *Data Analysis, Databases, Data Collection, Demonstration Programs, Elementary Secondary Education, Federal Programs, Policy Formation, *Program Evaluation, Program Implementation, Public Policy, *Research Design, Researchers, *Research Methodology, Research Problems, Research Utilization, *Social Science Research

Identifiers—Consolidated Coding, *Interactive Model, *Research and Development Utilization Program

The movement toward integration of qualitative and quantitative research methods within the same study has been most evident in social policy research. Four major approaches to integrating can be identified in recent studies. The sequential, the parallel, and the fused models have been rather widely used. The interactive model, developed during the course of the study of the Research and Development Utilization (RDU) program is relatively new. The first three models are presented briefly, and the interactive model is discussed in greater depth, with attention given to how it evolved during the course of the RDU study. The use of "consolidated coding" to merge data collected by survey with that collected through semi-structured site visits is discussed. Some of the issues and problems associated with the research methods are presented. (Author/MLF)

ED 207 257 EA 014 125

Louis, Karen Seashore And Others

Strategies for Knowledge Use and School Improvement. Linking R&D with Schools.

Abt Associates, Inc., Cambridge, Mass.

Spons Agency—National Inst. of Education (ED), Washington, D.C. Dissemination and Improvement of Practice Program.

Pub Date—Jul 81

Contract—400-78-0002

Note—276p.; For summary and appendices, see EA 014 126-127. For related documents, see ED 188 314, ED 192 437, ED 196 134, EA 014 118-131 and EA 014 167.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—*Change Strategies, Demonstration Programs, Educational Change, *Educational Improvement, Elementary Secondary Education, *Intervention, *Models, *Program Evaluation, *Research Utilization

Identifiers—*Research and Development Utilization Program

Using a framework that draws upon current organizational theory and assumptions about knowledge utilization and school improvement this report examines the process of change at the school level. The model developed attempts both to categorize the "strategies" employed by the Research and Development Utilization (RDU) program/projects and to examine the effects of naturally occurring variations within these strategies upon a variety of intended and unanticipated outcomes. The model also incorporates the assumption that local site characteristics condition and interact with any external interventions and local decision-making behaviors, and have, therefore, both a direct and indirect impact upon any observable improvements or changes. The volume concludes with a summary of the findings and their implications for educational change strategies. (Author/MLF)

ED 207 258 EA 014 126

Louis, Karen Seashore And Others

Strategies for Knowledge Use and School Improvement: A Summary. Linking R&D with Schools.

Abt Associates, Inc., Cambridge, Mass.

Spons Agency—National Inst. of Education (ED), Washington, D.C. Dissemination and Improvement of Practice Program.

Pub Date—Jul 81

Contract—400-78-0002

Note—55p.; For accompanying volume & appendices, see EA 014 125 and EA 014 127. For related documents, see ED 188 314, ED 192 437, ED 196 134, EA 014 118-131 and EA 014 167.

Pub Type—Reports - Evaluative (142) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Change Strategies, Demonstration Programs, *Educational Change, *Educational Improvement, Elementary Secondary Education, *Program Evaluation, *Research Utilization, Technical Assistance

Identifiers—*Research and Development Utilization Program

Based on two papers presented at the American Educational Research Association meeting in 1981, this report provides an overview and major outcomes of a three-year study of the Research and Development Utilization (RDU) program. The RDU program tested and assessed a comprehensive model for assisting schools to use results of educational research and development in local school improvement efforts. The first paper presents the outcomes of the RDU program at the school level, while the second presents an analysis of the way in which product characteristics, technical assistance, the internal problem-solving process, and school and pupil characteristics predict the level of success of the program. (This report is a summary of Volume 2 of the Final Report.) (Author/MLF)

ED 207 259 EA 014 127

Louis, Karen Seashore And Others

Strategies for Knowledge Use and School Improvement. Technical Appendices. Linking R&D with Schools.

Abt Associates, Inc., Cambridge, Mass.

Spons Agency—National Inst. of Education (ED), Washington, D.C. Dissemination and Improvement of Practice Program.

Report No.—AAI-78-75

Pub Date—Jul 81

Contract—400-78-0002

Note—145p.; For accompanying volume, see EA 014 125. For related documents, see ED 188 314, ED 192 437, ED 196 134, EA 014 118-131 and EA 014 167.

Pub Type—Reports - Evaluative (142) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Change Strategies, Data Analysis, Data Collection, Demonstration Programs, Educational Improvement, Elementary Secondary Education, *Measurement Techniques, *Program

Evaluation, *Research Methodology, Research Utilization, *Social Science Research Identifiers—*Research and Development Utilization Program

These technical appendices are bound separately from the report "Strategies for Knowledge Use and School Improvement" which evaluates the National Institute of Education's Research and Development Utilization (RDU) program. Appendix A contains a preliminary report on the statistical quality of the quantitative data, focusing primarily on teacher data. Recommendations for analysis are made. Appendix B explains the scaling and standardization procedures utilized for each key variable in the study. Appendix C discusses the variations in the number of cases due to multiple data sources and the implications of this variation for analysis procedures. Appendix D contains copies of the instruments used in the study: the consolidated coding form, the teacher survey, and the principal survey. Appendix E lists the products adopted by schools in six RDU projects. Appendix F sets forth the criteria for judging the quality of problem solving in the RDU schools. (MLF)

ED 207 260 EA 014 128

Louis, Karen Seashore Rosenblum, Sheila
Designing and Managing Interorganizational Networks. Linking R&D with Schools.

Abt Associates, Inc., Cambridge, Mass.
Spons Agency—National Inst. of Education (ED), Washington, D.C. Dissemination and Improvement of Practice Program.

Pub Date—Jul 81
Contract—400-78-0002
Note—178p; Figures 4-4 and 5-4 may be marginally legible due to small print. For related documents see ED 188 314, ED 192 437, ED 196 134, EA 014 118-131 and EA 014 167.

Pub Type—Reports - Evaluative (142)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—Case Studies, Change Strategies, Demonstration Programs, Educational Improvement, Elementary Secondary Education, Linking Agents, *Organizational Effectiveness, *Program Effectiveness, *Program Evaluation, Research Utilization

Identifiers—*Interorganizational Networks, *Research and Development Utilization Program

The Research and Development Utilization (RDU) program research component examines the successes and administrative dilemmas faced by demonstration projects that attempted to develop interorganizational networks in a knowledge utilization and school improvement process. A framework is presented for looking at RDU projects as a group of interorganizational networks. Issues relevant to the design, management, effectiveness, and institutionalization of such networks are discussed, focusing on networking as a strategy for knowledge utilization in general, and for RDU in particular. Chapter-length case studies of four RDU projects examine the networking strategy in greater detail. These cases are then synthesized in the final chapter, and the lessons learned about networking are summarized for the future design and management of educational linkage systems. (Author/MLF)

ED 207 261 EA 014 129

Louis, Karen Seashore And Others
Linking R&D with Schools. Perspectives on School Improvement: A Casebook for Curriculum Change.

Abt Associates, Inc., Cambridge, Mass.
Spons Agency—National Inst. of Education (ED), Washington, D.C. Dissemination and Improvement of Practice Program.

Pub Date—Jul 81
Contract—400-78-0002
Note—204p; For related documents, see ED 188 314, ED 192 437, ED 196 134, EA 014 118-131 and EA 014 167.

Pub Type—Reports - Research (143) — Guides - Non-Classroom (055) — Information Analyses (070)

EDRS Price - MF01/PC09 Plus Postage.
Descriptors—Administrator Role, Case Studies, *Change Strategies, *Curriculum Development, *Educational Change, *Educational Improvement, Elementary Secondary Education, Leadership, *Research Utilization

Identifiers—*Research and Development Utilization Program

Twelve chapter-length case studies of schools that participated in the Research and Development Utilization (RDU) program are presented to illuminate

change management issues. The report is intended for use either as a text or as a book of readings for school professionals. Each chapter is accompanied by questions that are suitable for group discussion of the case. The case studies are organized into three parts, each focusing on a different set of themes or issues in school improvement. The case studies in part two emphasize issues related to leadership and participation, including the roles of school administrators, teachers, and community members, as well as the relationship between teacher participation in the change process and feelings of staff ownership of the change decisions. The case studies in part three emphasize strategies and tactics. These include critical decisions and methods for dealing with or taking advantage of the local context. Finally, the case studies in part four emphasize readiness and contingencies through a discussion of critical events and characteristics of the school and its staff that affect the readiness of the school to accomplish a change program. The final chapter synthesizes all 12 cases. (Author/MLF)

ED 207 262 EA 014 130

Louis, Karen Seashore Rosenblum, Sheila
A Program and Its Implications for Dissemination and School Improvement Policy. Linking R&D with Schools.

Abt Associates, Inc., Cambridge, Mass.
Spons Agency—National Inst. of Education (ED), Washington, D.C. Dissemination and Improvement of Practice Program.

Pub Date—Jul 81
Contract—400-78-0002
Note—26p; For related documents, see ED 188 314, ED 172 437, ED 196 134, EA 014 118-131 and EA 014 167.

Pub Type—Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adoption (Ideas), Annotated Bibliographies, *Educational Improvement, *Educational Innovation, Elementary Secondary Education, Government Role, *Information Dissemination, Instructional Materials, *Program Evaluation, *Research Utilization
Identifiers—*Research and Development Utilization Program

A study of the National Institute of Education's Research and Development Utilization (RDU) program illuminates several policy choices for federal and state support of dissemination and school improvement projects. RDU was established in 1976 to disseminate educational materials and thereby help schools clarify and solve local problems. Seven projects were supported by the RDU program for three years, serving altogether more than 300 schools. An independent research organization evaluated the RDU program to learn more about the management of local school improvement and the effectiveness of RDU strategies. Data sources included interviews of RDU project staff and linking agents, case studies of 40 participating sites, and mailed surveys of principals and teachers. The study revealed that a dissemination strategy can have benefits beyond the adoption and implementation on innovations, that relevant products of high quality (not necessarily locally developed) must be available for a dissemination-based approach to work, that external training and assistance must be consistently provided, and that high levels of faculty and administrator participation are crucial to successful adoption of innovations. Additional findings address funding, local self-sufficiency, educational equity, and the use of networks. An annotated bibliography of other RDU program reports is included. (Author/WD)

ED 207 263 EA 014 131

Yin, Robert And Others
Quality Control and Product Information Systems. An Interim Report on Implementation, Use, and Effect in the R&D Utilization Program. Linking R&D with Schools.

Abt Associates, Inc., Cambridge, Mass.
Spons Agency—National Inst. of Education (ED), Washington, D.C. Dissemination and Improvement of Practice Program.

Pub Date—Oct 80
Contract—400-78-0002
Note—79p; Figures 1 and 2 may reproduce poorly due to small print. For related documents, see ED 188 314, ED 192 437, ED 196 134, EA 014 118-130 and EA 014 167.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adoption (Ideas), Educational Improvement, Educational Innovation, Educational Needs, Elementary Secondary Education, *Information Dissemination, *Instructional Materials, *Program Evaluation, *Research Utilization, Tables (Data), *Validity
Identifiers—*Research and Development Utilization Program

As part of a broader study of the National Institute of Education's Research and Development Utilization (RDU) program, this report focuses on the process by which collections of products (the knowledge base) were developed to serve clients' needs, the types of products included for dissemination, and the types chosen by sites. The seven project sites included in the RDU program were first instructed to organize a knowledge base. All projects chose one or both of the recommended problem areas, basic skills and career education. Products were evaluated more rigorously at some project sites than at others and the process of product validation elicited substantial controversy during the program. The project sites then provided assistance to school sites in matching needs to specific products and adopting such products. All schools finally did adopt some product, though 50 to 60 percent of all the adoptions may have involved nonvalidated materials. Because of the problem in quality control, it is suggested that a larger pool of acceptable educational products and clearer operational guidance are needed. The slippage from validated to nonvalidated products can also be partially attributed to the tension between the technology-oriented and user-oriented objectives of the RDU program. (Author/WD)

ED 207 264 EA 014 132

Uhlman, Thomas
Annual Evaluation Report. Volume I, Fiscal Year 1980.

Office of Evaluation and Program Management (ED), Washington, D.C.
Report No.—E-81-47001-1
Pub Date—81

Note—71p; For related documents, see EA 014 133 and ED 154 532.
Pub Type—Reports - Evaluative (142) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Early Childhood Education, Educational Assessment, Elementary Secondary Education, Equal Education, *Evaluation Methods, *Federal Programs, Information Dissemination, Low Achievement, Postsecondary Education, Program Effectiveness, *Program Evaluation
Identifiers—Categorical Aid

In this tenth annual report on federally-funded education programs, the authors give an overview of evaluation activities in the new Department of Education and describe changes in the department's techniques and uses of evaluation. The first chapter discusses the role of evaluation in ensuring that federal funds for education are spent efficiently, examines the department's evaluation model and the dissemination of its results, and notes the introduction of time-saving techniques in assessing program evaluability, objectives, management, and service delivery. Major department evaluation activities at the elementary, secondary, and postsecondary levels and in special category programs are summarized in chapter two. The authors assess the results of elementary and secondary programs for low-achieving students, point out changes made by programs to enhance postsecondary educational opportunity, and list results of categorical programs in vocational, adult, career, handicapped, community, teacher, Indian, and drug abuse education. The final chapter highlights findings on program legislation, effectiveness, management, or content from 19 selected evaluation studies. (Author/RW)

ED 207 265 EA 014 133

Annual Evaluation Report. Volume II, Fiscal Year 1980.

Office of Evaluation and Program Management (ED), Washington, D.C.
Report No.—E-81-47002-II
Pub Date—81

Note—561p; For related documents, see EA 014 132 and ED 154 532.
Pub Type—Reports - Evaluative (142) — Numerical/Quantitative Data (110)

EDRS Price - MF02/PC23 Plus Postage.

Descriptors—Adult Education, Disabilities, Disadvantaged, Early Childhood Education, *Educational Assessment, Educational Objectives, Elementary Secondary Education, Federal Aid, *Federal Programs, Postsecondary Education, Program Effectiveness, *Program Evaluation, Tables (Data), Teacher Education, Vocational Education

Identifiers—Categorical Aid

Detailed information on individual programs is presented in this tenth annual evaluation of federally-funded programs in education. The evaluation information for each program covers its legislative mandate, funding history, goals and objectives, operations, scope, effectiveness, progress, and ongoing or planned evaluation studies. Sixteen elementary and secondary education programs are reviewed in the first section, touching on migrant and bilingual education, institutionalized children, instructional resources, school safety, emergency aid, and teacher fellowships. The section on postsecondary education evaluates 31 programs in language and skills training, continuing education, and school facilities construction that aid students through basic grants, workstudy, loans, and fellowships. Thirteen programs for the handicapped, eight projects in vocational and adult education, and twenty-one developmental programs are examined in the last three sections; among the projects involved are state handicapped programs, disadvantaged and Indian vocational training, interlibrary cooperation, and teacher, women's, drug, and environmental education. Two appendices list all fiscal 1980 evaluation contracts and describe 12 assessments of program availability. (Author/RW)

ED 207 266**EA 014 167**

Louis, Karen Seashore Kell, Diane

The Human Factor in Dissemination: Field Agent Roles in Their Organizational Context. Linking R&D with Schools.

Abt Associates, Inc., Cambridge, Mass.

Pub Date—Jul 81

Contract—400-78-0002

Note—248p.; Some tables and parts of Appendix A may be marginally legible. For related documents, see ED 188 314, ED 192 437, ED 196 134, and EA 014 118-131.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—*Administrative Organization, Case Studies, Change Strategies, Elementary Secondary Education, Individual Characteristics, *Interprofessional Relationship, *Job Development, *Job Performance, Job Training, *Linking Agents, Program Attitudes, Program Effectiveness, Questionnaires, Research Utilization, *Role Conflict, Tables (Data)

Identifiers—*Research and Development Utilization Program, Support Systems

Linking agents, called "field agents," coordinated and provided educational improvement services to schools participating in the National Institute of Education's Research and Development Utilization (RDU) program. To assess the field agents' roles, attitudes, behaviors, and client relations, researchers surveyed and interviewed agents, surveyed 746 client educators, and compiled case studies from individual RDU projects. Variables examined included agents' personal characteristics, role dilemmas, training and support, attitudes toward change, and relationships with clients, as well as the design of the agent's job and agents' and clients' perceptions of project outcomes. Three sections each present, first, the results of agent and client surveys and, second, a case study illuminating the issues explored by the surveys. The three sections discuss organizational influences on the agent role, including job design, training and support, and job attitudes; agent-client relations and agents' attitudes and strategies; and the effects of agent activities in program outcomes. Among the findings are that job design best predicts agents' job stress and that agents' activities are limited by their support systems and client attitudes. Field agent survey questionnaires are appended. (Author/RW)

EC**ED 207 267**

Ashcroft, S. C.

Evaluation and Research Program for the Portable Braille Recorder (PBR). Volume I. Final Report.

George Peabody Coll. for Teachers, Nashville, Tenn. Dept. of Special Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Media Services and Captioned Films Branch.

Bureau No.—BEH-AH-70171

Pub Date—Sep 79

Note—105p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Audiotape Recorders, *Blindness, *Braille, *Electromechanical Aids, *Equipment Evaluation, Oral Reading, *Reading Rate, *Sensory Aids

Identifiers—*Portable Braille Recorder

An evaluation and research program was designed to determine user satisfaction and the practicality, reliability, and maintainability of the Digicassette (or Portable Braille Recorder-PBR) and to study the braille reading and writing functions. Ten PBRs were placed with 14 students and 14 adults. Products of the research program included training manuals, journal articles, and quarterly reports. Multiple baseline and other research designs were employed to obtain data on braille writing using measures having demonstrated validity and reliability. Data were also obtained from teacher observations, interviews, and user self-report devices. A program of formative and summative evaluation was provided for continuous assessment and final appraisal for the evaluation and research program. All students readily accepted the Digicassette and quickly learned to use it. For the most part, students used the Digicassette for notetaking in classes, since reading materials in cassette braille form are limited. A minimum of maintenance problems occurred throughout the study, due in part to the detailed instructions in troubleshooting equipment problems that the students received prior to data collection activities. However, inconsistencies in the battery life of the 12 cell Digicassette demanded the frequent use of an external power supply. The oral reading and reading error rates and the writing error rates of eight blind students in Ohio and 16 blind students in Tennessee were evaluated. It was found that all Ss read with the Digicassette at about 50% of their oral reading rate with equivalent paper braille. However, reading accuracy as measured by the number of reading errors committed did not differ between the two reading conditions. Mechanical constraints of the Digicassette, such as the 12 cell reading line, the lack of hyphenation, and the inability to reread the text one line at a time, are hypothesized to be major factors in the slower reading rates with the Digicassette. Writing rates and writing error rates were virtually identical to writing rates using the Perkins braille for all students. In summary, the Digicassette was demonstrated to be a viable addition to the standard methods of braille reading and writing. (Author/SB)

ED 207 268

Ashcroft, S. C.

Evaluation and Research Program for the Portable Braille Recorder (PBR). Volume II. Appendices to Final Report.

George Peabody Coll. for Teachers, Nashville, Tenn. Dept. of Special Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Media Services and Captioned Films Branch.

Bureau No.—BEH-AH-70171

Pub Date—Sep 79

Note—180p.

Pub Type—Numerical/Quantitative Data (110) — Tests/Questionnaires (160)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Audiotape Recorders, *Blindness, *Braille, Check Lists, *Electromechanical Aids, Equipment Evaluation, Reading Materials, Records (Forms), *Sensory Aids

Identifiers—*Portable Braille Recorder

The document makes up the appendices to the final report of a program to evaluate user satisfaction, practicality, reliability, and maintainability of the Digicassette (or Portable Braille Recorder-PBR), an electronic braille reading and writing machine and an audiotape recorder which is compact and easy to carry around. Materials include the fol-

EC 133 578

lowing: sample survey interview forms; participant case studies; a checklist for evaluating braille equipment; PBR research program rating scale; verbatim transcripts of student comments; log of equipment malfunctions; sample reading materials for children and adults; sample writing materials for children and adults; reading behavior observation and factors present in oral reading forms; J. Snowden's computer procedures; a paper titled "Discussion—Experiences with ELINFA's Digicassette Research, Educational, and Employment Settings" by S. Ashcroft and M. Bourgeois; Association for the Education of the Visually Handicapped presentation paper; special education technology presentation paper; Council for Exceptional Children presentation paper; and criterion referenced proficiency test. (SB)

ED 207 269**EC 133 580**

Bourgeois, Michelle And Others

Evaluation and Research Program for the Portable Braille Recorder (PBR). Volume III. Appendix 19. Digicassette Operating Manual.

George Peabody Coll. for Teachers, Nashville, Tenn. Dept. of Special Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Media Services and Captioned Films Branch.

Bureau No.—BEH-AH-70171

Pub Date—Aug 79

Grant—BEH-62-0475693

Note—69p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Audiotape Recorders, *Blindness, *Braille, *Electromechanical Aids, Reading, *Sensory Aids, Written Language

Identifiers—*Portable Braille Recorder

The operating manual for the Digicassette (or Portable Braille Recorder-PBR), an electronic braille reading and writing machine and an audiotape recorder which is compact and easy to carry around, is presented. Following a preface and an introduction are sections which address the following topics: orientation to parts and functions of the Digicassette; playback or reading a Braille tape; recording (writing) braille; audio recording and playback; alternating braille and sound; machine maintenance; when things go wrong; teaching children to use the Digicassette; the Digicassette and external devices (calculator, typewriter, computer, deaf/blind communication, and copying braille cassettes); and transcriber guidelines. (SB)

ED 207 270**EC 133 584**

Gettings, Robert M. Mensh, Stephanie

Summary of Existing Legislation Relating to the Handicapped.

National Association of State Mental Health Program Directors, Washington, D. C.

Spons Agency—Office of Special Education and Rehabilitation Services (ED), Washington, D.C.

Report No.—E-80-22014

Pub Date—Aug 80

Contract—105-79-4300

Note—158p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Information Analyses (070) — Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Civil Liberties, *Disabilities, Educational Benefits, Employment, *Federal Legislation, Health, Housing, Income, Nutrition, Social Services, Transportation, Vocational Rehabilitation

The book provides a summary of relevant federal laws on the legal rights and benefits of mentally and physically disabled citizens. Various laws are organized into 11 subject areas: education, employment, health, housing, income maintenance, nutrition, rights, social services, transportation, vocational rehabilitation, and miscellaneous. Among the acts covered are the Education of the Handicapped Act, Comprehensive Employment and Training Act, Social Security Act, Housing Act of 1959, National School Lunch Act, Urban Mass Transportation Act, Rehabilitation Act of 1973, and Internal Revenue Code. Provisions of each act are described in non-technical language, using a common format. After providing a brief overview of the law's basic purpose and structure, the major programs authorized under the statute which affect handicapped persons are described. Appendices contain a legislative history of key statutes relating to the handicapped and a

table of programs. (SB)

ED 207 271 EC 140 005

Dunn, John M. And Others

A Data Based Gymnasium: A Systematic Approach to Physical Education for the Handicapped.

Instructional Development Corp., Monmouth, Oreg.; Oregon State Univ., Corvallis. Dept. of Physical Education.

Spons Agency—Office of Special Education (ED), Washington, D.C. Div. of Personnel Preparation.

Pub Date—80

Grant—G007904890

Note—144p.

Pub Type—Guides - Classroom - Teacher (052) — Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Athletics, Behavior Modification, *Curriculum, Games, *Gymnasiums, Individualized Education Programs, Interdisciplinary Approach, Leisure Time, Parent Participation, *Physical Education, Programmed Instruction, *Severe Disabilities

The authors describe a data based physical education curriculum designed for low incidence severely handicapped students by Oregon State University in conjunction with Teaching Research. Chapter 1 provides a brief introduction to the physical education curriculum and the Teaching Research model with emphasis placed on the importance of individualized and data based instruction. Chapter 2 addresses the basic principles underlying the behavior modification approach that is utilized in the Data Based Gymnasium. Chapter 3 summarizes the principles of behavior programming in the Data Based Gymnasium and illustrates the forms used for tracking those behaviors. Some examples of how programming and tracking occurs are given. It is explained in a fourth chapter that gymnasium management, like classroom management, includes the welding together by a teacher/manager of the curriculum containing complete scope and sequence, a data keeping system, materials and reinforcers, aides, volunteers, and parents. Chapter 6 describes the Game, Exercise, and Leisure Sport Curriculum; placement procedures in the curriculum; and the development of the physical education individualized education program. Chapter 6 covers ways of tracking a student's performance in the acquisition of a skill; while Chapter 7 outlines guidelines for volunteers. Chapter 8 considers small group activities for the severely and moderately handicapped. The utilization of medical support services is the focus of Chapter 9. A final chapter points out three ways in which parents can be involved in their children's education, including the use of parents as volunteers. Appended are examples for the Game, Exercise, and Leisure Sport Curriculum. (SB)

ED 207 272 EC 140 006

Hill, Nancy C. And Others

Academic Achievement in a Handicapped and a Non-Handicapped Incarcerated Juvenile Delinquent Population.

Pub Date—Apr 81

Note—12p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (59th, New York, NY, April 12-17, 1981, Session B-10).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Adolescents, *Age Grade Placement, Arithmetic, *Delinquency, *Disabilities, Emotional Disturbances, Learning Disabilities, Mild Mental Retardation, Reading Ability, Secondary Education, Spelling Identifiers—Delinquent Handicapped, Incarcerated Youth

Academic achievement in reading, arithmetic, and spelling was investigated among 42 incarcerated emotionally handicapped (EH), learning disabled (LD), educable mentally retarded (EMR), and nonidentified incarcerated juvenile delinquents (12 to 17 years old). They were administered the Wide Range Achievement Test to determine level of achievement in relationship to placement. Results indicated that the handicapped delinquents were achieving between 5 to 8 years below grade placement while the nonhandicapped delinquents were functioning 3 to 6 years below grade placement. The LD group was achieving approximately 5 to 6 years below, the EH group was achieving 5 to 6 years below, and the EMR group was achieving approximately 7 to 8 years below expected grade placement. There was a significant difference between

the nonhandicapped and the handicapped groups in reading, spelling, and arithmetic; however, there was also a significant difference between groups in both age and grade placement. (Author/SB)

ED 207 273 EC 140 007

Reisman, Karen Cortell Macy, Daniel J.

Eight Years of Special Education Research in a Large Urban School District.

Pub Date—Apr 81

Note—48p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Disabilities, Elementary Secondary Education, Emotional Disturbances, Handicap Identification, Individualized Education Programs, Intervention, Longitudinal Studies, Mainstreaming, *Program Evaluation, *Research Methodology, Standardized Tests Identifiers—*Texas (Dallas)

The authors consider the special education research studies conducted for the Special Education Department of the Dallas Independent School District. The Dallas evaluation model utilized a modification of the CIPP model which delineated four kinds of evaluation information: context (which describes the state of the world before intervention), input (which describes the intervention strategies), process (which describes the implementation of strategies), and product (which describes the impact of intervention). Forty-seven research studies conducted over an 8 year interval addressed research questions falling into seven categories: context/needs, student description, model description, functional quality, model effects, people reaction, and cost. Six major topical areas were covered by research and evaluation efforts—mainstream programming 1972-1977, Child Find Project 1975-1980, early intervention 1975-1981, individualized education program (IEP) implementation 1972-1978, programming for emotionally disturbed children 1978-1981, and standardized testing 1976-1977 and 1980-1981. Some study outcomes were that more than half the IEPs sampled did not include annual goals in concert with short term objectives and test performance by special students was low. (SB)

ED 207 274 EC 140 008

Anderson, Betsy And Others

Resources for Schools: 17. A Handbook for Planning and Organizing Advisory Councils for Special Education. Publication #

12060-575-448-80-CR.

Massachusetts State Dept. of Education, Boston. Massachusetts Dissemination Project.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—80

Grant—NIE-G-76-0058

Note—44p.

Pub Type—Guides - Non-Classroom (055) — Reference Materials (130)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Advisory Committees, *Disabilities, Elementary Secondary Education, *Parent Participation, Parent Role, Program Development, Resources, Role Perception, *Special Education

The authors provide information to help parents of handicapped children plan, organize, and manage advisory councils for special education programs. Section I summarizes the roles and responsibilities of various advisory councils for special education, including local, regional, and state councils. Section II suggests some ways to organize a council with sections covering recruitment and leadership and bylaws. Section III discusses a variety of council activities and functions: assessing special education needs; determining goals, objectives, and priorities; planning; communicating; collaborating with other groups; monitoring special education programs; and evaluating advisory council effectiveness. Ways to plan and manage council activities and strengthen leadership are addressed in Section IV. A final section briefly describes general and legal printed materials, and contains a resource listing of related organizations and state agencies. (Author/SB)

ED 207 275 EC 140 009

Anderson, Frances E. And Others

Art for the Handicapped, 1978-1979.

Illinois State Univ., Normal. Dept. of Art; Illinois State Univ., Normal. Dept. of Specialized Educational Development.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Bureau No.—451AH80660

Pub Date—Jul 79

Grant—G007801463

Note—150p.

Available from—Illinois State University, Normal, IL 61761; The National Committee, Arts for the Handicapped, 1825 Connecticut Ave., N.W., Suite 418, Washington, DC 20009 (\$3.50 each, \$3.00 each in quantities of 10 or more, prepaid by check or purchase order).

Pub Type—Reports - Descriptive (141) — Collected Works - General (020)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Art Education, *Disabilities, Elementary Secondary Education, *Interdisciplinary Approach, Teacher Workshops, Teaching Methods

The document reports on a project to develop increased communication between art and special education teachers about common problems in educating handicapped children in art, to expand knowledge via "hands on" art experiences, to develop ways to utilize art to assist learning in other academic areas, and to familiarize art teachers with current methodologies in special education. The grant report includes an overview and sections addressing project background, needs assessment, and key components of a successful training model. Subsequent sections review evaluation methods, five points contributing to the success of the model, and sample workshop schedules. The bulk of the report contains field assignment reports with the following titles and authors: "An Art Activity with and for the Trainable Student" (L. Morrison); "String and Wood Printing" (A. Chikaraishi); "Art and the Special Child" (M. Kichinko); "Vocational Education Art Project" (G. Ammann); "Slidemaking, Consumer Education and English-An Integrated Art Activity" (C. Schlee); "The Proud Dinosaur" (L. McDonald); "Dreams, Houses and Other 'Makeables'" (S. Cimmino); "The Beast in the Bathub" (D. Miller); "Relief Printing" (R. Sereno); "What Joyful Learning!" (R. Downs); "Learning Can Be Easy" (W. Riseman); "The Four R's" (Reading, Writing, Arithmetic and Art) Plus Science" (M. Chilton); "Art as a Positive Environment for the Learning Disabled" (J. Tamminga); "The Invisible Body" (S. Davenport); "Boy, Was I Surprised!" (B. Watts); "Cartoon Enlargement Using the Grid Method" (C. Henry); "From Thoughts to Reality Through Art" (D. Cinkovich); "The Shapes and Colors" (M. Espar); "Art as an Aid to Reasoning, Measurement and Placement Order" (E. Proska); "Paper Weaving" (M. Scott); "A Christmas Printing Activity" (J. Weaver); "Integrating Social Science, Science, Math and Language Arts Through Art" (G. Newlands); "Oral Comprehension, Memory and Sequencing Through Art Activities" (J. Haefner); "Art and the Bilingual Child" (K. Lilly); "Waxed Paper Leaf and Crayon Laminations" (L. Schorie); and "Painted Stuffed Fish" (C. Ponto). (SB)

ED 207 276 EC 140 010

Thompson, Keith P., Ed. And Others

In Tune with P.L. 94-142: A Guide for Training Teachers Responsible for Music Education of Handicapped Learners.

Music Educators National Conference, Reston, Va. Spons Agency—National Committee, Arts for the Handicapped, Washington, D.C.

Pub Date—80

Note—148p.

Available from—The National Committee, Arts for the Handicapped, 1825 Connecticut Ave., N.W., Suite 418, Washington, DC 20009; Music Educators National Conference, 1902 Association Dr., Reston, VA 22091 (\$5.00 each, \$4.50 each in quantities of 10 or more, prepaid by check or purchase order).

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Compliance (Legal), Curriculum, *Disabilities, Elementary Secondary Education, Federal Legislation, Individualized Education Programs, *Inservice Teacher Education, *Mainstreaming, *Music Education, *Music Teachers

Identifiers—*Education for All Handicapped Children Act

The report documents the 1978 National Committee, Arts for the Handicapped/Music Educators National Conference Special Project to produce a series of syllabi for training music educators to work with handicapped students. Section I addresses questions asked by project participants regarding two issues: What are the implications of P.L. 94-142, the Education for All Handicapped Children Act, for music education for handicapped learners? and How can educators most effectively be trained (or retrained) to insure that handicapped learners will receive appropriate music experiences within their educational programs? Section II contains the syllabi for nine training programs ranging from a 2 hour workshop for the typical after school inservice meeting to a 2 week course offering three graduate level credits. Topics addressed in the training programs include the following: adapted musical experiences and simulated individualized education program (IEP) processes; involvement in musical activities which contribute to visual, auditory, kinesthetic and tactile learning; state and federal legislation that has implications for the music education of handicapped learners; and music education strategies for the mainstreamed classroom. A list of resources for workshop leaders is provided. A third section offers examples of some of the training materials that were developed within the scope of the project including descriptions of various simulation activities, a sample instrument for assessing musical achievement, model IEPs, and instruments for workshop evaluation. A final section identifies some of the incidental outcomes which were direct and indirect results of the project. (SB)

ED 207 277 EC 140 011
Bricker, Diane. *And Others*

Early Intervention: A Plan for Evaluating Program Impact.

California Univ., Los Angeles; Oregon Univ., Eugene. Center on Human Development; Washington Univ., Seattle. Western States Technical Assistance Resource.

Spons Agency—Office of Special Education (ED), Washington, D.C.

Report No.—WESTAR-Ser-10

Pub Date—May 81

Contract—300-77-0508

Grant—G007701817; G0077001904

Note—41p.

Available from—WESTAR, Western States Technical Assistance Resource, 345 N. Monmouth Ave., Monmouth, OR 97361.

Pub Type—Reports - Descriptive (141) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Data Collection, *Disabilities, Early Childhood Education, *Evaluation Methods, *Intervention, Models, *Program Evaluation, Records (Forms)

The paper describes the major evaluation problems facing early intervention projects and the solutions for these problems adopted by the Preschool Program, Center on Human Development, which serves handicapped and nonhandicapped children (birth to 5 years) and their families at the University of Oregon. Five components of the program are briefly outlined: intervention in the classroom and in the home, parent involvement, support services, training and dissemination, and evaluation. Difficulties in evaluation are considered for four categories: resources for evaluation, framework for guiding evaluation efforts, suitability of existing measures, and appropriateness of available analytic designs. Among the solutions offered are the following: whenever possible, collect data which have multiple purposes; after identifying the goals of the program, select instruments that reflect the program's emphasis; when no standard instruments are available that match program goals, define in clear behavioral terms what those goals are, then use those definitions as the basis for developing an assessment measure; and evaluate child progress using multiple indices and conditions when possible. Outlined is a plan for documenting child progress in the Preschool Program at the Center on Human Development. A plan is outlined for documenting child progress in terms of resources, framework, assessment measures, data analyses, data preparation, simple data description, and estimation of program effects. Tables and figures provide information on instruments used in the evaluation plan, testing schedule, and training targets. Among the tables and figures provided are a description of instru-

ments used in the evaluation plan, sample recording forms, and flow charts of important considerations in instrument selection, data preparation, and data analysis. Appended materials include descriptions of assessment instruments, a sample demographic form, and additional analytic strategies for assessing program impact. (SB)

ED 207 278 EC 140 012
Garland, Corinne, Ed. *And Others*

Early Intervention for Children with Special Needs and Their Families: Findings and Recommendations.

Washington Univ., Seattle. Western States Technical Assistance Resource.

Spons Agency—Office of Special Education (ED), Washington, D.C.

Report No.—WESTAR-Ser-11

Pub Date—Jun 81

Contract—300-77-0508

Note—49p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Cost Effectiveness, Delivery Systems, *Disabilities, Early Childhood Education, *Family Involvement, Government Role, *Intervention, Literature Reviews, Prevention, *Program Effectiveness

The paper was written to document the importance and efficacy of comprehensive early intervention services for children with special needs and their families; to serve as a resource to a wide range of agencies, organizations and individuals concerned about the needs of special needs children and the families; and to advocate support at all government levels for providing accessible, continuous, high quality services beginning at birth for children with special needs and their families. Section I includes reviews of research which demonstrates the effectiveness of intervention programs and their impact on the development of very young handicapped children and on infants and toddlers at risk. Early intervention research findings are reported in relation to motor development, emotional and social development, language development, cognitive development, specific populations (such as the mentally retarded and severely/profoundly handicapped), and newborns. Section II describes the effect of services on the family, identified family service needs, and the rationale for the participation of families in programs for handicapped infants and toddlers. A third section shows data on the costs and cost effectiveness of intervention programs for children aged birth to 3 years, and the fourth section outlines the characteristics of a comprehensive service delivery system followed by specific recommendations for action at local, state, and federal levels. Tables and charts offer statistical data on special education costs. (Author/SB)

ED 207 279 EC 140 013
Assael, Daniel, Ed. *Harrison, Gary, Ed.*

Handicapped Children's Early Education Program. 1980-81 Overview and Directory.

North Carolina Univ., Chapel Hill. Technical Assistance Development System; Washington Univ., Seattle. Western States Technical Assistance Resource.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, D.C. Div. of Innovation and Development.

Pub Date—Apr 81

Contract—300-77-0507; 300-77-0508

Note—226p.

Pub Type—Reports - Descriptive (141) - Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Demonstration Programs, *Disabilities, Early Childhood Education, *Intervention, Program Descriptions, Research Projects, Technical Assistance

Identifiers—*Handicapped Children's Early Education Program

The document serves as a directory of projects supported by the U.S. Office of Special Education in the Handicapped Children's Early Education Program (HCEEP) and provides an overview of their activities. An introduction describes the HCEEP network. The overview summarizes the activities of the five types of HCEEP projects: Demonstration, Outreach and State Implementation Grant projects, Early Childhood Research Institutes, and technical assistance centers. A third section contains project written abstracts for each of the 178 HCEEP projects. Project abstracts appear alphabetically by city and state within the five project categories; and usu-

ally include information on project staff, funding sources, objectives, features, and products. A project listing section serves as a key to all projects, alphabetically listed by state; and an index provides a guide to the projects' pertinent characteristics (e.g., handicapping conditions of children served, parent activities offered, curricula used). (SB)

ED 207 280 EC 140 014
Research at Gallaudet College.

Gallaudet Coll., Washington, D.C. Div. of Research.

Pub Date—80

Note—50p.; Many photos will not reproduce well.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Cued Speech, *Deafness, Demography, Educational Research, Elementary Secondary Education, Mental Health, Postsecondary Education, *Research Projects, Sign Language

Identifiers—*Gallaudet College DC

The booklet describes research on deafness undertaken at Gallaudet College. The work of the following departments are briefly summarized: the Division of Research and the Gallaudet Research Institute, the Kendall Elementary School/Model Secondary School for the Deaf, Educational Research Laboratory, the Office of Cued Speech Programs, the Mental Health Research Program, the Sensory Communication Research Laboratory, the Signed English Research Program, and the Office of Demographic Studies. Faculty and staff members of the Division of Research are listed, along with representative publications. A mission statement reflecting the college's commitment to an organized research program is also presented. (CL)

ED 207 281 EC 140 015
Henfield, Paul. *Stieglitz, Maria*

Comparisons of Parent and Teacher Attitudes toward Mainstreaming. Draft.

Human Resources Center, Albertson, N.Y.

Pub Date—81

Note—40p.; Print may be faint due to variable original print.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Disabilities, Elementary Secondary Education, *Mainstreaming, *Parent Attitudes, *Teacher Attitudes

Parents (N=282) and teachers (N=121) were surveyed on academic and social issues involved in mainstreaming handicapped students. Teachers and parents represented four different educational settings: a minimally mainstreamed public school, a heavily mainstreamed public school, a special school for students with disabilities, and a reverse mainstreamed school (a special school that also enrolls nonhandicapped students). Regular school parents and teachers had the greatest agreement in responses, generally believing that their children and students were appropriately or very independent for their ages. Both expressed strong support for mainstreaming despite concerns about the number and nature of disabilities. More parents than teachers felt that only teachers with special education training should teach disabled students. Other results included that regular and special school teachers had more trepidations about mainstreaming than did teachers in a mainstreamed or reverse mainstreamed school; parents of special education students and teachers listed physical safety and opportunities to participate in extra curricular activities as their major concerns in mainstreaming; and teachers seemed to view mainstreaming primarily in terms of the effect it had on their jobs. (CL)

ED 207 282 EC 140 016
Helling, Ernest N. *O'Connor, Linda D.*

Hearing Officer Handbook.

Pennsylvania State Dept. of Education, Harrisburg.

Pub Date—May 81

Note—164p.

Pub Type—Guides - Non-Classroom (055) - Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Compliance (Legal), Decision Making, *Disabilities, *Due Process, Elementary Secondary Education, *Gifted, *Hearings, Individualized Education Programs, Parent Role, Role Perception, State Legislation, *State Standards, Student Evaluation, Student Placement

Identifiers—*Hearing Officers, Pennsylvania

The handbook is designed to clarify Pennsylvania and federal requirements regarding the role of the hearing officer in due process procedures for hand-

icapped and gifted students. The statutory and regulatory bases for hearing officers' responsibility are cited in an initial section. The following topics are then addressed (sample subtopics in parentheses): general guidelines for a due process hearing (questions of state law); preevaluation hearings; hearings about past evaluations; individualized education program hearings; program placement hearings; hearings for children below school age; administrative res judicata; the decision and recommendations (least restrictive environment, trial placement, placement in other than public school program); evidence and testimony (burden of proof, medical evidence); suggested format for hearing officer decision; mailing the decision; implementing the decision; appeal procedures; and show cause hearings (approved private school status). Six appendixes include sample cover letters and sequence of events charts. Extensive reference documents include a directory of approved private schools and state special education regulations. (CL)

ED 207 283 EC 140 017
Deenan, Vincent Daniel
Planning Residential and Vocational Services for Mentally Retarded Young Adults: Parents' Choices.

Pub Date—81
Note—114p.; Master's Thesis, University of Illinois at the Medical Center.

Pub Type—Dissertations/Theses—Masters Theses (042)—Reports—Research (143)

EDRS Price—MF01/PC05 Plus Postage.

Descriptors—Demography, Elementary Secondary Education, *Family Relationship, *Long Range Planning, *Moderate Mental Retardation, *Parent Attitudes, Prediction, Residential Programs, *Severe Mental Retardation, Stress Variables, Vocational Training Centers

Indepth interviews were conducted with parents of moderately and severely/profoundly retarded children on the following topics: the nature of the child's retardation, services used or expected to be used, how the current program was chosen, satisfactions and dissatisfactions with these services, and the effect of having a mentally retarded child in the family. Data from the interviews were combined with a review of the literature to formulate a questionnaire completed by 330 parents. Among results were that variables measuring family career and individual life cycle were among the strongest predictors of parents' planning for future residential and vocational services; as predicted by B. Farber's theory of minimal adaptation, parents experiencing more stress individually and in their relationships with their spouses planned for future residential services more than parents experiencing less stress; family demographics were generally not associated with parents' future plans; and families' involvement in personal and community support networks were statistically significant predictors of parents' planning for residential services. Reasons for backlash against mainstreaming and deinstitutionalization are examined. (CL)

ED 207 284 EC 140 018

Pooley, Richard C.
Career Development for Dropout LD and ED Adolescent Boys: Two Evaluation Reports on Activities between April 1, 1980-September 30, 1980 and October 1, 1980-March 31, 1981.

James Barry-Robinson Inst., Norfolk, Va.
Spons Agency—Governor's Manpower Services Council, Richmond, Va.

Pub Date—81
Grant—80-307
Note—89p.

Pub Type—Reports—Evaluative (142)—Reports—Descriptive (141)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—Adolescents, *Career Education, *Dropouts, *Emotional Disturbances, *Employment, Formative Evaluation, *Learning Disabilities, Males, *Program Evaluation, Residential Programs, Secondary Education
Identifiers—James Barry Robinson Institute, Virginia (Norfolk)

Two reports chronicle accomplishments of the James Barry-Robinson Institute, a project designed to serve learning disabled (LD) and emotionally disturbed (ED) adolescent male dropouts by helping to increase their employability through special education, career guidance, and social skills training. Both reports are formative evaluations. In the first report, results of the Piers-Harris Self Concept Scale, the Career Maturity Inventory Attitude Scale, Tests for

Everyday Living, and the Client Satisfaction Questionnaire, along with staff responses are reported, and successful and unsuccessful project factors are noted. The second report examines career education programs (food service, woodworking, volunteering). Suggestions are made for increasing staff training, emphasizing program development, and establishing formal evaluation standards. (CL)

ED 207 285 EC 140 021

Broadhurst, Diane And Others
Child Abuse and Neglect Curriculum in Schools. Education Commission of the States, Denver, Colo. Child Abuse and Neglect Project.

Spons Agency—National Center on Child Abuse and Neglect (DHHS/OHDS), Washington, D.C.
Report No.—DHHS-OHD-81-30318

Pub Date—Jun 81

Grant—90-C-1726

Note—37p.

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Child Abuse, *Child Neglect, *Cultural Differences, Curriculum Design, Elementary Secondary Education, Higher Education, *Practicums, *Teacher Education, *Teacher Role
The booklet presents a recommended course outline for a course in child abuse and neglect in schools of education. The course may be adapted to a semester or quarter schedule and be used whole or in part. An introduction gives a rationale for inclusion of child abuse and neglect curriculum in teacher training programs. The course is divided into four major sections (sample subtopics in parentheses): nature of abuse and neglect (historical overview, forms, and origin and psychodynamic bases); educators' role (role of educators in identification and reporting, state child protection statutes, and interagency communication and cooperation); cross cultural aspects (nature of cultural differences, interracial dynamics and concepts, and child rearing practices among different ethnic groups); and practicum experience. Numbers following curriculum section topics correspond with readings in the respective reference section. (DB)

ED 207 286 EC 140 022

Knight, Octavia B.

Some Perspectives on the Problems of Alienated Youth.

Pub Date—Feb 81

Note—34p.; Paper presented at The Council for Exceptional Children Conference on The Exceptional Black Child (New Orleans, LA, February 15-17, 1981, Session M-8).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Adjustment (to Environment), *Behavior Problems, Educational Needs, *Minority Groups, *Prevention, Secondary Education, *Student Alienation, Student Needs, *Teacher Attitudes

Factors influencing school performance of alienated minority youth are examined, preventive approaches discussed, and results of a survey of 165 preservice and inservice teachers and other educational personnel regarding student alienation are presented. Contributing factors to adjustment problems are traced to environmental influences, psychological patterns, intellectual characteristics, and school problems (such as suspension, truancy, and disruptive behavior). Seven prevention oriented projects are highlighted. Results of the teacher opinion survey suggested the importance of early identification and prevention. Seventy-five percent of the respondents indicated that unmet educational and social needs were the reasons for student alienation. (CL)

ED 207 287 EC 140 023

Lipsky, Dorothy Kerzner

The Modification of Students' Attitudes Toward Disabled Persons.

Pub Date—Apr 81

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).
Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Anxiety, *Attitude Change, *Audiovisual Aids, *Disabilities, Elementary Education, *Simulation, *Student Attitudes

Simulation and audiovisual methods of modifying attitudes of 95 nondisabled elementary students toward the disabled were evaluated. The simulation

group wore black eye coverings and performed tactile tasks, while the video-audio group observed a presentation entitled How Do You Feel About People with Disabilities? Analysis of pre- and posttest measures of attitudes and anxiety indicated that the simulation procedure was more effective in producing positive attitude change and in reducing anxiety. The video-audio treatment actually produced a negative attitude change. It is suggested that the approach may have reinforced Ss' previous fear responses. (CL)

ED 207 288 EC 140 024

Verhoeck, Thomas J.

Secondary Special Education Accountability—Key for the 1980's.

Spring Lake Public Schools, Mich.

Pub Date—[81]

Note—32p.

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Accountability, *Basic Skills, *Daily Living Skills, Diagnostic Teaching, *Disabilities, Secondary Education, Student Evaluation, *Vocational Education

The secondary level program of Spring Lake (MI) Public Schools provides services necessary to develop community living skills. Students proceed through three phases: daily living courses (basic academic subjects); prescriptive programming based on the student's needs; and vocational orientation, preparation, and training (including a senior year vocational experience). Continuous monitoring of the students' progress is a keystone of the program. Sample student data, project forms, and task analyses are appended. (CL)

ED 207 289 EC 140 025

Harkins, Judy, Ed.

A Summary of Descriptive Information. The State

Director of Special Education.

National Association of State Directors of Special

Education, Washington, D.C.

Pub Date—May 79

Note—21p.

Pub Type—Reports—Research (143)—Numerical/Quantitative Data (110)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Administrators, Demography, *Disabilities, Elementary Secondary Education, National Surveys, *Special Education, *State Agencies, Trend Analysis

Results of a survey of state directors of special education indicate an increase in the percentage of state directors holding doctorates, while the amount of their experience has decreased. State directors are predominantly male, average 44 years, and have experienced increases in the number of staff they supervise and in salary. Charts and tables depict trends in experience and training, last previous position, highest degree held, internship experiences, undergraduate and graduate major and minor subjects, and administrative data (including number of clerical staff and state education agency special education unit and the contract status of state directors). Personnel data-age and distribution by sex—are also listed. A directory with names, titles, and addresses concludes the document. (CL)

ED 207 290 EC 140 028

Thomson, Barbara M. Cisternas, Eladio

Strategies for Identification and Academic Development of the Gifted/Talented Bilingual Student.

Pub Date—Feb 81

Note—14p.; Paper presented at The Council for Exceptional Children Conference on The Exceptional Bilingual Child (New Orleans, LA, February 18-20, 1981, Session Th-17).

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Bilingual Students, Curriculum Development, *Gifted, Junior High Schools, *Program Development, Talent Identification, *Theories

The paper describes the theoretical foundations of a project which would provide special education for gifted bilingual students in grades 6, 7, and 8. Major components of the project are: procedures for identifying gifted bilingual students, curriculum needs of these students, and the role of the teacher. A multiple assessment procedure (including questionnaires, parent conferences, teacher evaluation, and peer information) is recommended to identify the bilingual student whose intellectual or creative ability is above average and the underachieving gifted bilin-

gual student. Stressed is the need to observe the "problem child" for possible giftedness and the importance of testing bilingual students in their primary language. The curriculum recommended is based on a humanistic philosophy of education and an instructional model which blends the following three strategies: mastery teaching, the confluent theory of education (which integrates the affective with the cognitive domain), and implications of the right and left hemispheres on learning modalities. The sequential introduction of major concepts, some room for individual initiative, and frequent individual conferences are stressed. The project recognizes the importance of the teacher by providing opportunities for continued professional development of project teachers. (DB)

ED 207 291 EC 140 029

Pattavina, Paul Ramirez, Ramiro R.

Generic Affective Teaching Competencies, and Personal Efficacy Needs of Hispanic Students in Public Schools.

Pub Date—Feb 81

Note—27p.; Paper presented at The Council for Exceptional Children Conference on The Exceptional Bilingual Child (New Orleans, LA, February 18-20, 1981, Session Th-27).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Affective Behavior, *Classroom Techniques, Competency Based Teacher Education, *Hispanic Americans, *Humanistic Education, Models, *Social Adjustment, Student Motivation, *Teaching Skills

Identifiers—*Generic Affective Competencies Model

A competency based model of affective teaching is proposed for training teachers of students with Hispanic background in the southwestern United States. The GAC (generic affective competencies) model is described in terms of the adjustment needs of Hispanics in public school. Three competency clusters are outlined: creating the affective climate; managing conflicts, crises, and the classroom; and using positive classroom management practices. A brief study report confirms the validity of the GAC procedures. It is concluded that the GAC model is potentially significant in such areas as motivating students to achieve, rewarding students for correct responses and adaptive behavior, and modeling optional ways of coping with stress and managing social problems. (CL)

ED 207 292 EC 140 030

Diaz, Joseph O. Prewitt

Home-School Discrepancies and the Puerto Rican Exceptional Child.

Pub Date—Feb 81

Note—18p.; Paper presented at The Council for Exceptional Children Conference on The Exceptional Bilingual Child (New Orleans, LA, February 18-20, 1981, Session F-3).

Pub Type—Speeches/Meeting Papers (150) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adjustment (to Environment), Adolescents, *Cultural Differences, Emotional Disturbances, Migrant Problems, Migrant Youth, *Puerto Ricans, *Social Adjustment

Identifiers—Connecticut (Hartford), *More Alternatives for Students

The paper reviews cultural experiences that create home-school discrepancies in Puerto Rican adolescents, some of whom have emigrated from the mainland to the island, and considers factors leading to a diagnosis of social maladjustment or emotional disturbance. The effects of cultural experience, the parents' expectations, and the family's economic situation are examined. Cultural discrepancies experienced by Puerto Rican pupils participating in "More Alternatives for Students," an alternative program in Hartford, Connecticut, included discrepancies in time, space, dependency, personalism, humanism, and relationalism between both cultures. The author concludes that special education teachers must realize that their educational methods are derived from their own culture and must gain a more thorough understanding of the island's educational methods and culture. (CL)

ED 207 293

Ginn, Mary Carruth, Ellen

A Handbook for Hearing Officers. Revised.

South Carolina State Dept. of Education, Columbia.

Office of Programs for the Handicapped.

Pub Date—80

Note—58p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Compliance (Legal), *Disabilities, *Due Process, Educational Policy, Elementary Secondary Education, Federal Legislation, *Hearings, State Legislation, State Standards

Identifiers—*Hearing Officers, *South Carolina

The handbook provides information on South Carolina's procedural safeguards related to the education of handicapped children. Separate units focus on the following topics (sample subtopics in parentheses): laws/litigation pertaining to the handicapped (state and federal laws, significant court decisions); procedural safeguards (due process hearings, surrogate parents, hearing officers); general roles/responsibilities of the hearing officer; procedures prior to, during and after a local education agency hearing (notification, evidence and testimony, decisionmaking); and state education agency appeal procedures (initiating an appeal, procedures during a hearing). Included in four appendices are sample forms and records. (CL)

ED 207 294

Smith, Gary R.

Certification, Employment and Attrition of Special Education Professional Personnel in Michigan.

Michigan State Dept. of Education, Lansing, Div. of Special Education; Wayne State Univ., Detroit, Mich. Coll. of Education.

Pub Date—8 Sep 80

Note—45p.; For an earlier edition, see ED 189 741.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Ancillary School Services, *Disabilities, Elementary Secondary Education, Labor Needs, *Personnel Needs, Recordkeeping, Social Workers, Special Education Teachers, State Surveys, *Teacher Certification, Teacher Employment, *Teacher Persistence, *Teacher Supply and Demand, *Therapists

Identifiers—*Michigan

A survey of attrition in professional special education personnel in Michigan was undertaken through an analysis of computer tape copies of the Michigan Professional Personnel Register and of the Teacher Certification Master File. Among findings was that the number of new positions continued to grow in assignments with mentally impaired, speech disabled, emotionally impaired, visually impaired, hearing impaired, and learning disabled students. Social work, school psychology, consultation for the mentally handicapped, and occupational/physical therapy positions also increased. The annual attrition rate for special education teachers was approximately 11%. Recommendations are made for establishing a common coding system for data files and conducting a statewide study on teacher absence and substitute teacher qualifications. (CL)

ED 207 295

Wilton, Keri

Research on Special Education in New Zealand.

Pub Date—Dec 79

Note—37p.; Paper presented at the National Conference of the New Zealand Association for Research in Education (1st, Wellington, New Zealand, December 7-10, 1979).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adjustment (to Environment), *Disabilities, *Educational Trends, Elementary Secondary Education, Foreign Countries, Parent Participation, Preschool Education, Research Problems, Research Reports, Social Development, *Special Education, State of the Art Reviews

Identifiers—*New Zealand

The paper reviews the history and current status of special education research and programs in New Zealand. Separate sections address studies of the preschool level (such as early intervention); school aged level (touching on such topics as parent involvement, eligibility criteria, and social development); and postschool level (on adjustment of older handicapped persons). Problems and issues mentioned in the current state of the art include the

EC 140 031

domination of research by university personnel, the difficulty of obtaining research oriented journals by special education teachers and administrators, and the gap between educational researchers and practitioners. (CL)

ED 207 296

Gaebler, Mary And Others

Organizational Strategies Individualizing Instruction for Physical Education.

American Alliance for Health, Physical Education, Recreation and Dance, Reston, Va. Information and Research Utilization Center.

Pub Date—Mar 81

Note—20p.

Available from—American Alliance for Health, Physical Education, Recreation and Dance, 1900 Association Dr., Reston, VA 22091 (\$2.00).

Journal Cit—Practical Pointers; v4 n9 Mar 1981

Pub Type—Collected Works - Serials (022) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Adapted Physical Education, *Class Organization, *Disabilities, Elementary Secondary Education, *Games, Grouping (Instructional Purposes), *Individualized Instruction, Physical Activities

Approaches to individualizing physical education for disabled and nondisabled students are considered. Organizational alternatives are explored, including use of corners and square patterns (which allow for visual cues for students as well as for flexibility in activities) and learning activity packets and centers (which provides opportunities for individualized work on written tasks or task centers). Sample activities in each type of organizational pattern are described. (CL)

ED 207 297

Johnson, Susan

Movement Education for Able-Bodied and Disabled Students in Regular or Special Settings.

American Alliance for Health, Physical Education, Recreation and Dance, Reston, Va. Information and Research Utilization Center.

Pub Date—May 81

Note—28p.

Available from—American Alliance for Health, Physical Education, Recreation and Dance, 1900 Association Dr., Reston, VA 22091 (\$2.00).

Journal Cit—Practical Pointers; v4 n10 May 1981

Pub Type—Collected Works - Serials (022) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Athletic Equipment, *Disabilities, Elementary Secondary Education, Learning Activities, Lesson Plans, Motor Development, *Movement Education, *Physical Activities, *Program Development, Screening Tests, Teaching Methods

The paper introduces the concept of movement education for handicapped students and discusses implications of the concept for learning. Guidelines are given for planning, implementing, and evaluating the program. A sample lesson plan is followed by discussions of prerequisites of efficient movement and screening activities. Suggestions for movement experiences emphasizing such factors as space; force; time; flow; varied locomotion (galloping, sliding, twisting); and equipment (such as hurdles, ladders, beanbags) are made. (CL)

ED 207 298

Chambers, Jay G. Hartman, William T.

A Cost-Based Approach to the Funding of Educational Programs: An Application to Special Education.

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Report No.—IFG-81-A4

Pub Date—Apr 81

Grant—OB-NIE-G-80-0111

Note—82p.

Pub Type—Information Analyses (070) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Classification, Cost Effectiveness, Costs, *Disabilities, *Disadvantaged, *Educational Finance, Elementary Secondary Education, *Financial Policy, Models, *School District Spending, Vocational Education

Identifiers—*Categorical Aid, *Limited English Speaking, Resource Cost Model

The paper reviews state categorical funding programs to serve special need populations among school age children (including handicapped, educationally disadvantaged, bilingual, and vocational education students); examines the literature on costs of categorical programs; and presents an alternative framework for addressing the problem. A cost based funding approach is advocated which would provide equal access to educational resources across local districts serving similar student populations. The model also makes provisions for systematic differences in access to resources to districts serving special populations. It is explained as an approach which gives policy makers a basis to examine cost savings in trade offs among resources and programs. Applications of the resource cost model are presented along with a section on the step by step process of constructing a cost estimate in a hypothetical school district. A final section addresses equity and efficiency issues of the model. (CL)

ED 207 299 EC 140 041

Individualized Education Programs.
American Alliance for Health, Physical Education, Recreation and Dance, Reston, Va. Information and Research Utilization Center.
Pub Date—Oct 77
Note—16p.

Available from—American Alliance for Health, Physical Education, Recreation and Dance, 1900 Association Dr., Reston, VA 22091 (\$2.00).

Journal Cit—Practical Pointers; v1 n6 Oct 1977
Pub Type—Collected Works - Serials (022) — Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Adapted Physical Education, *Compliance (Legal), *Disabilities, Elementary Secondary Education, Federal Legislation, *Individualized Education Programs, Student Educational Objectives
Identifiers—*Education for All Handicapped Children Act

Individualized education programs (IEPs) for handicapped students are discussed in terms of contents, legal requirements, monitoring, and their implications for physical education. The role of the physical educator in developing IEPs and in providing specially designed physical education services is considered. Approaches to assessment and evaluation, and establishment of annual and short term physical education goals are discussed in the conclusion. (CL)

ED 207 300 EC 140 043

Crawford, Michael E. And Others
The Assessment Process in Recreation with Severely and Profoundly Retarded Populations.
American Alliance for Health, Physical Education, Recreation and Dance, Reston, Va. Information and Research Utilization Center.
Pub Date—Jun 78
Note—9p.

Available from—American Alliance for Health, Physical Education, Recreation and Dance, 1900 Association Dr., Reston, VA 22091 (\$2.00).

Journal Cit—Practical Pointers; v2 n1 Jun 1978
Pub Type—Collected Works - Serials (022) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Evaluation Methods, Individualized Instruction, *Recreation, *Severe Mental Retardation, *Student Evaluation, *Therapists

The article discusses approaches to the evaluation of severely and profoundly mentally retarded persons by recreational therapists. Considered are inventory assessments, medical profiles, interviews, and direct interactions with a client. The last phase of the evaluation process is summarizing and ordering the needs of the individual based on the data gathered. (CL)

ED 207 301 EC 140 044

Sorrell, Howard M.
Innovative Perceptual-Motor Activities: Programing Techniques That Work.
American Alliance for Health, Physical Education, Recreation and Dance, Reston, Va. Information and Research Utilization Center.
Pub Date—Dec 78
Note—16p.

Available from—American Alliance for Health, Physical Education, Recreation and Dance, 1900 Association Dr., Reston, VA 22091 (\$2.00).

Journal Cit—Practical Pointers; v2 n5 Dec 1978

Pub Type—Collected Works - Serials (022) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Class Activities, Depth Perception, *Disabilities, Elementary Secondary Education, *Games, Motor Development, Perceptual Development, Spatial Ability, Tactile Perception, *Teaching Methods, Visual Learning

A circuit approach and station techniques are used to depict perceptual motor games for handicapped and nonhandicapped children. Twenty activities are described in terms of objectives, materials, and procedures, and their focus on visual tracking, visual discrimination and copying of forms, spatial body perception, fine motor coordination, tactile discrimination, and depth perception is charted. (CL)

ED 207 302 EC 140 045

Weight Training for Wheelchair Sports.
American Alliance for Health, Physical Education, Recreation and Dance, Reston, Va. Information and Research Utilization Center.

Pub Date—Dec 78

Note—20p.

Available from—American Alliance for Health, Physical Education, Recreation and Dance, 1900 Association Dr., Reston, VA 22091 (\$2.00).

Journal Cit—Practical Pointers; v2 n6 Dec 1978
Pub Type—Collected Works - Serials (022) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Athletics, *Muscular Strength, *Physical Disabilities, *Weightlifting, *Wheelchairs

The article examines weight lifting training procedures for persons involved in wheelchair sports. Popular myths about weight training are countered, and guidelines for a safe and sound weight or resistance training program are given. Diagrams and descriptions follow for specific weightlifting activities: regular or standing press, military press, behind the neck press, bench press, curl, reverse curl, upright rowing, rowing, pull over, and bent arm pull over. Supplementary exercises are noted in a concluding section. (CL)

ED 207 303 EC 140 046

Bradtko, Jane Silverman
Desk and Chair Activities for Fun and Fitness.
American Alliance for Health, Physical Education, Recreation and Dance, Reston, Va. Information and Research Utilization Center.

Pub Date—Feb 79

Note—16p.

Available from—American Alliance for Health, Physical Education, Recreation and Dance, 1900 Association Dr., Reston, VA 22091 (\$2.00).

Journal Cit—Practical Pointers; v2 n8 Feb 1979
Pub Type—Guides - Classroom - Teacher (052) — Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Class Activities, *Disabilities, Elementary Education, Games, Motor Development, *Physical Activities, *Physical Fitness

Desk and chair activities for use with handicapped and nonhandicapped elementary children in the classroom are described. The activities require minimal equipment while providing opportunities for vigorous physical movement. Activities are discussed which feature using the aisles between desks, sitting at the desks, and performing circuit and station activities around the classroom. (CL)

ED 207 304 EC 140 047

Harris, Cordelia Graves
Dance for Students with Orthopedic Conditions—Popular, Square, Folk, Modern, [and] Ballet.
American Alliance for Health, Physical Education, Recreation and Dance, Reston, Va. Information and Research Utilization Center.

Pub Date—Apr 79

Note—24p.

Available from—American Alliance for Health, Physical Education, Recreation and Dance, 1900 Association Dr., Reston, VA 22091 (\$2.00).

Journal Cit—Practical Pointers; v2 n9 Apr 1979
Pub Type—Collected Works - Serials (022) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adapted Physical Education, *Dance, Elementary Secondary Education, *Physical Disabilities, *Teaching Methods

Preparation for teaching dance to orthopedically handicapped students is discussed in addition to specific suggestions for teaching popular dance, square dance, folk dance, modern dance, and ballet. Dancing is seen as a way to give orthopedically handicapped students physical education success without competition. Recommended music for each type is listed, as are additional resources, including films. (CL)

ED 207 305 EC 140 048

Bradtko, Jane Silverman
Adaptive Devices for Aquatic Activities.
American Alliance for Health, Physical Education, Recreation and Dance, Reston, Va. Information and Research Utilization Center.

Pub Date—Sep 79

Note—17p.

Available from—American Alliance for Health, Physical Education, Recreation and Dance, 1900 Association Dr., Reston, VA 22091 (\$2.00).

Journal Cit—Practical Pointers; v3 n1 Sep 1979
Pub Type—Collected Works - Serials (022) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Equipment, Games, *Physical Disabilities, *Swimming, *Teacher Developed Materials, Teaching Methods

The article describes commercial as well as improvised and homemade equipment for teaching physically handicapped persons to swim. Descriptions address equipment for entering the pool (such as pool lifts, a transfer board, and a ramp); aids in the instructional process (kick boards, arm floats); and assorted games and materials (such as ropes, exercise bars, and plastic bottles). (CL)

ED 207 306 EC 140 049

Grosse, Susan J. McGill, Christine D.
Independent Swimming for Children with Severe Physical Impairments.

American Alliance for Health, Physical Education, Recreation and Dance, Reston, Va. Information and Research Utilization Center.

Pub Date—Sep 79

Note—16p.

Available from—American Alliance for Health, Physical Education, Recreation and Dance, 1900 Association Dr., Reston, VA 22091 (\$2.00).

Journal Cit—Practical Pointers; v3 n2 Sep 1979
Pub Type—Collected Works - Serials (022) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Adapted Physical Education, *Physical Disabilities, *Severe Disabilities, *Swimming, Teaching Methods

Techniques are described for teaching severely physically disabled persons to swim. Approaches begin with a discussion of water adjustment progression and proceed through achieving breath control, mobility, developing movement in a supine position, and developing recovery. The conclusion addresses such final steps toward independence as pool entry and exit. (CL)

ED 207 307 EC 140 050

Sorrell, Howard M.
Innovative Perceptual-Motor Activities: Programing Techniques That Work—Part II.

American Alliance for Health, Physical Education, Recreation and Dance, Reston, Va. Information and Research Utilization Center.

Pub Date—Nov 79

Note—16p.

Available from—American Alliance for Health, Physical Education, Recreation and Dance, 1900 Association Dr., Reston, VA 22091 (\$2.00).

Journal Cit—Practical Pointers; v3 n3 Nov 1979
Pub Type—Collected Works - Serials (022) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Disabilities, Learning Activities, Motor Development, *Perceptual Motor Coordination, Perceptual Motor Learning, Spatial Ability, *Teaching Methods, Visual Learning

The article describes tasks that promote perceptual motor coordination in handicapped students. An introductory section provides suggestions for implementation and charts the activities in terms of emphasis on visual tracking, visual discrimination and/or copying of forms, spatial body perception, fine motor coordination, tactile discrimination, and depth perception. Each activity is then described in terms of objectives, materials, and procedures. (CL)

ED 207 308

EC 140 051

Thomas, Bill

Developmental Trampoline Activities for Individuals with Multiple Handicapping Conditions. American Alliance for Health, Physical Education, Recreation and Dance, Reston, Va. Information and Research Utilization Center.

Pub Date—Nov 79

Note—13p.

Available from—American Alliance for Health, Physical Education, Recreation and Dance, 1900 Association Dr., Reston, VA 22091 (\$2.00).

Journal Cit—Practical Pointers; v3 n4 Nov 1979

Pub Type—Guides - Classroom - Teacher (052) - Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adapted Physical Education, Elementary Secondary Education, *Motor Development, *Multiple Disabilities, *Physical Activities, Safety

Identifiers—*Trampolines

The use of trampoline activities with multiple handicapped students is discussed. Management considerations in safety are noted, and developmental trampoline skills are listed beginning with bouncing for stimulation. Progression to limited independence and finally independent jumping is described. The position statement of the American Alliance for Health, Physical Education, and Recreation on the use of trampolines is appended along with the author's response. (CL)

ED 207 309

EC 140 052

Principles and Practices for Championship Performances in Wheelchair Field Events.

American Alliance for Health, Physical Education, Recreation and Dance, Reston, Va. Information and Research Utilization Center.

Pub Date—Jan 80

Note—24p.

Available from—American Alliance for Health, Physical Education, Recreation and Dance, 1900 Association Dr., Reston, VA 22091 (\$2.00).

Journal Cit—Practical Pointers; v3 n7 Jan 1980

Pub Type—Guides - Classroom - Teacher (052) - Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Athletics, Competition, *Disabilities, Physical Disabilities, *Skill Development, *Track and Field, *Training, *Training Methods, *Wheelchairs

The article discusses training and competing in wheelchair sports. General principles of training, including scheduling and content considerations, are listed. Principles for specific wheelchair events (shotput, discus, and javelin) are detailed. A final part addresses training for the wheelchair pentathlon, which includes archery, swimming, javelin, shotput, and sprinting. (CL)

ED 207 310

EC 140 053

Bernell, Donald G.

Movement Discovery Linking the Impossible to the Possible.

American Alliance for Health, Physical Education, Recreation and Dance, Reston, Va. Information and Research Utilization Center.

Pub Date—Jan 80

Note—21p.

Available from—American Alliance for Health, Physical Education, Recreation and Dance, 1900 Association Dr., Reston, VA 22091 (\$2.00).

Journal Cit—Practical Pointers; v3 n9 Jan 1980

Pub Type—Guides - Classroom - Teacher (052) - Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adapted Physical Education, *Disabilities, Elementary Secondary Education, Eye Hand Coordination, *Games, Motor Development, Movement Education, *Physical Activities

Activities designed to increase the movement ability and enjoyment of disabled students are described. The first section discusses three activities—airal shuffleboard, aerial golf, and bottles and eggs—designed to improve eye-hand coordination and throwing ability. The use of cardboard walking stilts is discussed as a method to improve kinesthesia and gross motor planning, while performing the Charleston is said to improve rhythmic movements to music through auditory and kinesthetic synthesis. A final activity—modified skateboarding—was created for children with cerebral palsy and poor

coordination. (CL)

ED 207 311

EC 140 054

Thiele, Bruce And Others

Motor Development Relays.

American Alliance for Health, Physical Education, Recreation and Dance, Reston, Va. Information and Research Utilization Center.

Pub Date—Feb 80

Note—63p.

Available from—American Alliance for Health, Physical Education, Recreation and Dance, 1900 Association Dr., Reston, VA 22091 (\$2.00).

Journal Cit—Practical Pointers; v3 n10 Feb 1980

Pub Type—Collected Works - Serials (022) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Disabilities, Elementary Secondary Education, *Games, *Motor Development, *Physical Activities, Physical Education

The booklet describes a series of obstacle course relays designed to promote motor, communication, and leadership skills in students with disabilities. An introductory section reviews management of relays in terms of starting, finishing, and scoring. For the succeeding 26 relays, information is given on age levels, objectives, equipment, sequence, and finish of the task. (CL)

ED 207 312

EC 140 055

Winnick, Joseph P. And Others

Implications of Section 504 of the Rehabilitation Act as Related to Physical Education Instructional, Personnel Preparation, Intramural, and Interscholastic/Intercollegiate Sport Programs.

American Alliance for Health, Physical Education, Recreation and Dance, Reston, Va. Information and Research Utilization Center.

Pub Date—Feb 80

Note—21p.

Available from—American Alliance for Health, Physical Education, Recreation and Dance, 1900 Association Dr., Reston, VA 22091 (\$2.00).

Journal Cit—Practical Pointers; v3 n11 Feb 1980

Pub Type—Opinion Papers (120) - Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Accessibility (for Disabled), Access to Education, *Athletics, *Compliance (Legal), *Disabilities, Elementary Secondary Education, *Intramural Athletics, Mainstreaming, Normalization (Handicapped), *Physical Education, Student Placement, Teacher Education

Identifiers—*Rehabilitation Act 1973 (Section 504) The paper outlines the position of a task force regarding the effects of Section 504 of the Rehabilitation Act of 1973 (which prohibits discrimination in federal programs on the basis of disability) on physical education and athletics. Impact of the legislation on four topics is detailed: physical education instructional programs, interscholastic/intercollegiate sport programs, intramural programs, and personnel preparation programs. Other topics addressed include the application of the least restrictive environment principle (most normal/integrated setting), total integration, continuum of alternative placements, program accessibility, scholarships, and auxiliary aids and services. (CL)

ED 207 313

EC 140 056

Morreau, Lanny E. And Others

Individualized Leisure Programs for Disabled Individuals.

American Alliance for Health, Physical Education, Recreation and Dance, Reston, Va. Information and Research Utilization Center.

Pub Date—Feb 80

Note—20p.

Available from—American Alliance for Health, Physical Education, Recreation and Dance, 1900 Association Dr., Reston, VA 22091 (\$2.00).

Journal Cit—Practical Pointers; v3 n12 Feb 1980

Pub Type—Collected Works - Serials (022) - Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Adapted Physical Education, *Disabilities, *Individualized Programs, Interdisciplinary Approach, *Leisure Time, *Physical Activities, *Program Development, Special Education, Systems Approach

The role of three professional groups—adaptive physical educators, therapeutic recreation specialists, and special educators—in planning individualized leisure programs for disabled persons is

discussed. Characteristics of such programs should take into consideration principles of normalization and least restrictive environment. A systems approach is advocated that uses objective based programming and assessment. Selection and adaptation of activities should then be based on inclusion of both active and sedentary involvement, taking into account individual needs and characteristics, and providing varying degrees of individual and group participation. (CL)

ED 207 314

EC 140 057

Buis, Joyce M. Schane, Catherine S.

Movement Exploration as a Technique for Teaching Pre-Swimming Skills to Students with Developmental Delays.

American Alliance for Health, Physical Education, Recreation and Dance, Reston, Va. Information and Research Utilization Center.

Pub Date—Dec 80

Note—25p.

Available from—American Alliance for Health, Physical Education, Recreation and Dance, 1900 Association Dr., Reston, VA 22091 (\$2.00).

Journal Cit—Practical Pointers; v4 n8 Dec 1980

Pub Type—Guides - Classroom - Teacher (052) - Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Disabilities, Elementary Secondary Education, Motor Development, *Movement Education, Perceptual Motor Coordination, *Recreational Activities, *Swimming, Teaching Methods

Background, rationale, and techniques for using movement exploration to teach pre-swimming skills to developmentally delayed persons are given. Objectives (beyond the primary one of safety) of such a program include body awareness, spatial awareness, movement, and perceptual motor functions. Guidelines for activity selection and adaptation are given. The document concludes with descriptions of 42 tasks designed to promote breath control, balance, body awareness, movement, spatial awareness, manipulation, and sensory response. (CL)

ED 207 315

EC 140 066

Browning, Philip And Others

Advancing Your Citizenship: An Annotated Bibliography on Consumerism/Advocacy for Persons with Disabilities. Advancing Your Citizenship Series Number 2.

Oregon Univ., Eugene. Rehabilitation Research and Training Center in Mental Retardation.

Spons Agency—Department of Education, Washington, D.C.

Report No.—ISBN-0-87114-126-4

Pub Date—Jun 80

Grant—16-P-5687/0-15

Note—249p.

Available from—Materials Distribution, Rehabilitation Research and Training Center in Mental Retardation, 2nd Floor, Clinical Services Building, University of Oregon, Eugene, OR 98403 (\$3.00 prepayment required).

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Advocacy, *Consumer Protection, *Disabilities

The annotated bibliography lists 289 references which relate to the advocacy consumer movement for disabled people. Initial sections contain a listing of the periodicals, books and monographs/reports/proceedings from which the annotated references are derived; an author index; and a subject index. Among the subjects covered are the following: various types of advocacy (child, parent/family, self, legal, systems, social welfare, and youth); civil rights/legal rights; consumer involvement; definitions; legislation; protective services/mechanisms; public welfare/consumerism/advocacy; research/consumerism/advocacy; and vocational rehabilitation/consumerism/advocacy. (SB)

ED 207 316

EC 140 067

Merriam, Valerie C. Comp.

Resource Directory, Expanded Edition.

National Inservice Network, Bloomington, Ind.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Personnel Preparation.

Pub Date—May 81

Grant—G00781840

Note—301p.

Pub Type—Reference Materials - Directories/-

Catalogs (132)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—*Disabilities, *Educational Media, Filmstrips, Inservice Education, Inservice Teacher Education, *Instructional Materials, Learning Modules, *Resources, Slides, Study Guides, Tape Recordings, Videotape Recordings Identifiers—National Inservice Network

The directory contains abstracts of approximately 270 products and resource materials as part of the National Inservice Network linkage and dissemination function. Product abstracts usually contain the following information: title, physical description, content summary, subject descriptors, suggestions for use, information concerning availability, cost when known, and contact person. Most materials are geared toward the inservice education of teachers, administrators, and others working with handicapped children. Formats include study guides, self instructional modules, videotapes, booklets, and slide tape presentations. Detailed author, subject, and title indexes are offered. (SB)

ED 207 317

EC 140 068

Gallagher, James J.

Days of Reckoning—Days of Opportunity: The 1981 Statesmen's Roundtable.

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Jun 81

Contract—400-76-0119

Note—24p.

Available from—ERIC Clearinghouse on Handicapped and Gifted Children, The Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091 (\$1.00 while supply lasts).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses - ERIC Information Analysis Products (071) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Accountability, *Disabilities, Educational Trends, Elementary Secondary Education, *Special Education, Special Education Teachers

Presented are the formal presentation and edited comments from the 1981 Statesmen's Roundtable focusing on professional accountability in special education. The author's presentation addresses some of the assumptions made about special education, and the role of The Council for Exceptional Children regarding evaluation and accountability. Among the points made are the following: particularly in the case of mildly handicapped children, it is the environmental milieu of the family, the neighborhood, and the school, as well as the child's individual characteristics, that determine how the child fares in the classroom; professionals need to pursue program evaluation both on the full range of developmental characteristics of the child, and in the extent of our programmatic impact on secondary institutions, such as the family and the schools; and The Council for Exceptional Children should see to it that special education leads the way in responsible and comprehensive self evaluation and self improvement. Responses and reactions to the presentation are given for the following individuals: P. Jones, J. Hebel, J. Birch, J. Dinger, R. Mackie, K. Wyatt, F. Connor, J. Kidd, S. Kirk, P. Smith, R. Simches, and S. Ashcroft. (SB)

ED 207 318

EC 140 069

Blackwell, Maree Macon Pate, Anita Alexander
Can Business Education Mainstream the Handicapped Into the Skills Areas?

Alabama Univ., Birmingham.

Pub Date—May 81

Note—20p.

Pub Type—Information Analyses (070) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Business Education, Definitions, *Disabilities, *Federal Legislation, Financial Support, *Mainstreaming, Secondary Education, Teaching Methods, Vocational Education

The paper defines the handicapped student, reviews legislation affecting the handicapped, points out funding for mainstreaming of students, and describes approaches to providing business education to the handicapped. Three broad categories of disability—physical, mental/emotional, and educational—are defined. The mandates of the Education for All Handicapped Children Act, 1975; P.L. 94-482—Education Amendments of 1976, Title II; and Rehabilitation Act of 1973, Sections 503 and 504

are considered. Information is offered on federal, state, and local funding for mainstreaming of handicapped students. Guidelines are provided for preparing the student and individualizing instruction for such skills as typewriting, shorthand, and filing. Tables provide statistics on the incidence level of various types of handicaps and federal funds for vocational education. (SB)

ED 207 319

EC 140 070

Allen, Deborah A. And Others

Relationship-Focused Intervention with High-Risk Infants: First Year Findings.

Pub Date—Sep 80

Note—29p.; Paper presented at the Annual Meeting of the American Psychological Association (88th, Montreal, Canada, September, 1980).

Pub Type—Reports - Research (143) — Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Child Development, *Developmental Disabilities, Emotional Development, Infants, *Intervention, *Parent Child Relationship, Program Evaluation Identifiers—*At Risk (for Handicap), *Family Consultation Project

The authors report the first year's evaluation findings on the Family Consultation Project, a transdisciplinary, noncategorical early intervention program serving infants at known or high risk for developmental disability due to genetic disorders or severe perinatal medical complications. The intervention program encouraged mutual pleasure in the parent-infant interaction and parents' sense of competence pursuant to the child's development. Families in the program for the infant's first 9 months scored higher than controls on measures of maternal responsiveness, comfort in interaction, verbal exchange, and pleasure in contact between members of the parent-infant dyad. On developmental assessments, controls fell further behind age appropriate levels of development, while infants in the intervention program improved. (Author/SB)

ED 207 320

EC 140 071

Hamrin, Jeannie M.

Mainstreaming Children with Special Needs: Using Puppetry, Dramatic Play and Literature to Help Young Children Understand Handicaps.

University of Southern Maine, Gorham.

Pub Date—[81]

Note—19p.

Pub Type—Guides - Classroom - Teacher (052) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Attitude Change, Books, *Children's Literature, *Disabilities, Dramatic Play, Early Childhood Education, Learning Activities, Mainstreaming, *Peer Acceptance, *Puppetry, Student Attitudes

The author presents some affective educational activities for young children who may be in a mainstreamed setting which addresses some of the misconceptions about exceptional people. Hands on interactions using puppetry, dramatic play, and literature are designed to help children: learn about handicaps; learn about aids such as wheelchairs, communication boards, and hearing aids; understand that handicapped persons, though different, still have much in common with others; understand that children who are handicapped are not responsible for their condition; and articulate their fears. A section on literature contains an annotated bibliography of nine books for children and three books for adults which deal with handicaps. A sample dialogue using puppetry is offered in another section along with guidelines for using puppets with young children. (SB)

ED 207 321

EC 140 072

Hayes, Melissa

Experience Based Career Education and the Mentally Handicapped Student.

Pub Date—Apr 81

Note—11p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (59th, New York, NY, April 12-17, 1981, Session F-68).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Career Education, Demonstration Programs, Experiential Learning, *Mild Mental Retardation, Program Descriptions, Secondary Education, Validated Programs, *Work Study Programs

Identifiers—*Experience Based Career Education, National Diffusion Network Programs

The Fond du Lac (Wisconsin) Experience Based Career Education (EBCE) Program was adopted and implemented to replace the traditional work experience program for senior year educable mentally handicapped (EMH) students at a public high school. The EBCE program had two major priorities—to create a set of learning experiences which were uniquely appropriate for each individual, and to put into practice the philosophy that the education process does not have to be a set of events separate from the world of work. Among the reasons for utilizing the EBCE program with mentally handicapped students were that there had been a relatively high dropout rate among the secondary EMH students and that EBCE offers a wide variety of career exploration sites throughout the community. Jobs ranged from highly technical and skilled to unskilled occupations. For each job there was detailed information including practical considerations (such as work location, hours) and a complete job description. Students were placed in a job for 1 to 4 weeks with an option to extend placement up to 13 weeks. Learning coordinators made site visits at least once every 2 weeks to monitor student progress. A special education learning coordinator worked with students at the learning center to design academic and career objectives which are detailed on written activity sheets. The Fond du Lac EBCE project was validated as a model project by the Joint Dissemination and Review Panel of the U.S. Office of Education. (SB)

ED 207 322

EC 140 370

Mallory, Bruce L.

The Ecology of Implementation: A Qualitative Approach to Educational Evaluation.

Pub Date—Aug 79

Note—258p.; Ph.D. Dissertation, George Peabody College for Teachers.

Pub Type—Dissertations/Theses - Doctoral Dissertations (041) — Reports - Research (143)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—*Disabilities, Exceptional Child Research, Preschool Education, *Program Evaluation, *Program Implementation

Among seven hypotheses developed from a sociological study of implementing two federally funded early intervention programs for delayed or handicapped children are that the more centralized the program administration, the less the program will be responsive to traditional or changing community needs; and the local allocation of early intervention resources is determined by political and economic factors in those communities eligible for the resources rather than by an assessed need for such services. (CL)

FL

ED 207 323

FL 012 246

Carty, Maria A.

Strategies Used by Native Speakers in Native-Non-Native Conversations.

Pub Date—Sep 80

Note—36p.; M.A. Thesis, Northeastern University.

Pub Type—Dissertations/Theses - Masters Theses (042) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Classroom Techniques, Context Clues, Cultural Influences, *Discourse Analysis, Educational Strategies, *English (Second Language), Error Patterns, Language Proficiency, Language Styles, Language Usage, Morphology (Languages), *Native Speakers, Non English Speaking, Nonverbal Communication, *Second Language Learning, Semantics, Sociolinguistics, Speech Skills, Syntax, Teaching Methods, Translation

Discourse analysis has provided a methodology for the study of conversational interactions between language learner and native speaker. This study examines the verbal and nonverbal strategies that native speakers use when communicating with second language learners in natural, non-academic, "survival type" settings. The areas discussed include: (1) what strategies are used, (2) which are the most common, and (3) which are the most effective. Communicative interactions of native and non-native English speakers were observed and recorded in spontaneous naturally-occurring and non-teaching environments. Results indicate that native speakers utilized a wide range of strategies whe-

never communicative breakdowns occurred. These strategies fell into three categories—syntactic, non-verbal, and translation—and functioned to establish discourse, verify discourse, and to correct ungrammatical or mispronounced speech. "Foreigner talk" was rarely used in the interactions and translation was typically used only when other attempts at communication had failed. Nonverbal strategies such as gestures and the use of writing and drawing proved beneficial for reinforcing verbalizations when establishing or verifying discourse. Comparisons are made between classroom instruction/correction of non-native speakers and natural setting interaction between native and non-native speakers. (JK)

ED 207 324

FL 012 333

Hauptman, Philip C.

A Comparison of First and Second Language Reading Strategies among English-Speaking University Students.

Utrecht State Univ., The Netherlands.

Pub Date—Apr 79

Note—30p.; In its *Interlanguage Studies Bulletin*, Utrecht, Volume 4, Number 2, p173-201, Apr 1979. Paper presented at the Colloque international sur l'acquisition d'une langue étrangère: perspectives de recherche (Paris, France, April 1979).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Cloze Procedure, Context Clues, *Decoding (Reading), Error Analysis (Language), Higher Education, Language Research, *Native Language Instruction, *Reading Skills, *Second Language Learning, Semantics, Structural Analysis (Linguistics), Syntax, Word Recognition

In an attempt to answer some of the questions concerning the roles of syntactic vs. semantic cues and the similarities and/or differences between the first (L1) and second (L2) language reading strategies, a pilot study was conducted with 47 English-speaking students enrolled in French as a second language classes at a bilingual, English-French university. The purpose of the study was two-fold: (1) to investigate the use of L2 cues at various proficiency levels, and (2) to compare L1 and L2 reading strategies. The cloze procedure was used to elicit information. Two groups of students were on an intermediate proficiency level in French, and a third group of students were at a more advanced level. Two groups received French cloze tests; students in the third group received one French and one English cloze test of different passages. Syntactic errors, semantic errors, syntactic/semantic errors, and blanks were tabulated for each group. Three predominant unsuccessful strategies seemed to emerge: (1) reluctance to take chances, (2) failure to notice global cues, and (3) failure to notice local cues. The conclusions emerging from the study deal with the validity of cloze tests as an instrument for measuring and studying reading strategies in both first and second language, and a number of tendencies in reading proficiency in both first and second languages. (AMH)

ED 207 325

FL 012 468

Youssef, Ango A.

Predicting Student's Effort and Performance in Foreign Language Courses: An Application of Expectancy Theory of Motivation.

Pub Date—Mar 81

Note—55p.; Paper presented at the Annual Meeting of Teachers of English to Speakers of Other Languages (Detroit, MI, March 3-8, 1980).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Academic Ability, Academic Achievement, College Students, Correlation, Educational Research, *Expectation, Higher Education, *Learning Motivation, *Learning Theories, Predictive Validity, *Second Language Learning, Self Evaluation (Individuals), Young Adults

College students in introductory foreign language courses (French, German, and Spanish) were the subjects of a study to determine what if any correlation exists between ability and motivation on the one hand and achievement on the other in learning a second language. The ability measure (predicted grade point average) was found to correlate significantly with final course percentage grade but not with self-rated effort (SRE). Motivational measures correlated significantly with the SRE criterion but

not with final course percentage. Ability did not correlate more highly with both SRE and final course percentage than did any motivational component of the model. These findings support the notion that ability is a general component of a complete expectancy theory model. The failure of the motivational components to add to the prediction of course performance may be explained by the fact that, for the majority of the students, this was not an introduction to foreign language; previous learning experience would factor into SRE ratings. It will be important for future research to use an academic situation where such previous background might not mask potential relationships between motivational components and course performance. (Author/JB)

ED 207 326

FL 012 480

Peleg, Rena

Instrument Development for Informal Diagnosis of Hebrew as a Second Language Spelling Miscues.

Pub Date—Jul 81

Note—92p.; M. Ed. Thesis, University of Pittsburgh.

Pub Type—Dissertations/Theses—Masters Theses (042)—Reports—Research (143)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—Diagnostic Tests, Elementary Secondary Education, Error Analysis (Language), *Hebrew, Language Research, Phoneme Grapheme Correspondence, *Second Language Learning, *Spelling

An informal diagnostic spelling test of Hebrew as a second language was constructed and administered to 30 students, 8 boys and 22 girls, in a Jewish middle and high school. As evidenced by the subjects in this study, spelling errors in Hebrew tended to centralize in four areas: (1) the spelling patterns according to grammatical and phonetic rules, (2) the function words, (3) the stems as representing the morphophonemic level, and (4) the phonetic peculiarities. There is evidence that the subjects of this sample experienced difficulties mostly in the problematic area of similar phonemes represented by different graphemes. The diagnostic test suggested in this paper differentiates and scores spelling errors according to the four criteria mentioned above. The findings of this study provide evidence that the area of stems as representing the morphophonemic level is the most problematic area. Less problematic is the area of function words. The area of patterns of spelling according to rules is the most known area by the subjects of this sample. It appears that this type of error analysis may be efficient for individual diagnosis, as well as for group diagnosis. (Author/AMH)

ED 207 327

FL 012 500

Gage, Alfred

Survey of States Requiring Foreign Languages for State School Accreditation.

National Council of State Supervisors of Foreign Language.

Pub Date—Sep 81

Note—13p.

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Accreditation (Institutions), Degree Requirements, Educational Legislation, Elementary Secondary Education, Second Language Instruction, *Second Language Programs, State Boards of Education, *State Standards, *Surveys

This survey provides information on the existence of foreign language requirements for accreditation purposes on the elementary/secondary level in each of the 50 states. Where there is a requirement, the source of the requirement is specified as well as its nature and extent. It was found that 25 states have such a requirement. (AMH)

ED 207 328

FL 012 503

Vihman, Marilyn May

The Acquisition of Morphology by a Bilingual Child: A Whole-Word Approach.

Pub Date—12 Oct 80

Note—19p.; Paper presented at the Annual Boston University Conference on Language Development (5th, Boston, MA, October, 1980).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Bilingualism, Case Studies, *Child Language, Cognitive Style, English, Estonian, Finno Ugric Languages, *Language Acquisition, Language Research, *Morphology (Languages), Psycholinguistics, Young Children

A delay in the acquisition of morphology by a two-year-old Estonian-speaking boy was investigated to determine the role the child's bilingualism (with English) played in the delay. In contrast to his older sister, whose exposure to English was delayed, the boy exhibited a "whole word" approach to morphology, characterized by the following: (1) learning of postpositions before suffixal inflections in Estonian, (2) use of English "has" to mark possession in Estonian, (3) consistent learning of pronominal case and other suppletive or irregular morphological forms well before use of the corresponding regular marker, and (4) long-term use of "did" plus verb as an English past tense marker. It may be argued that, for a child who must deal with two languages from the first in his daily experience, inflectional morphology is in a sense less functional than word-size morphemes, which can more easily be fitted into the structure of either language. Since some bilingual children show no apparent morphological delay, the structure of the languages in question may play a role. Alternatively, it is possible that the whole word approach is simply a part of a more general cognitive style, a view that is supported by the boy's tendency to take a whole word approach to phonology as well. Further research on a number of bilingual children is needed to validate or invalidate the possible interpretations of the data. (JB)

ED 207 329

FL 012 505

Raskin, Victor

Scripts and the Composing Process.

Pub Date—81

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 16, 1981).

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Comprehension, *Dictionaries, Discourse Analysis, Lexicology, Linguistic Theory, *Paragraph Composition, *Semantics, Verbal Communication, Writing Processes

Extralexical information, that is, those semantic properties evoked by words which are not usually accommodated in lexicons of any kind, is essential for the comprehension of numerous ordinary sentences in a natural language. A brief review of studies on forms of extralexical information shows that those works do not deal with: (1) questions of the relation to the lexicon of extralexical information, and (2) mechanisms which trigger, direct, and determine the use of this information in the process of the calculation of the meaning of a sentence. A theory of "script-based semantics" is proposed to deal with these two and related questions. This theory consists of a lexicon and a system of combinatorial rules. It is the structure of the lexicon which makes the theory distinct from other semantic theories. The theory purports to provide a theoretical basis for explicating composition concepts such as cohesiveness, unity, completeness, ambiguity, and obscurity. In addition, the clear theoretic understanding of the involved phenomena on the part of the instructor would make it possible to convey some script-related basic ideas to the student in the composition class. Several examples are provided to clarify the theory. (AMH)

ED 207 330

FL 012 510

De Lorenzo, Kathryn Brue

Cerebral Language Arrangement for Mexican Americans.

Pub Date—6 Aug 80

Note—80p.; M.A. Thesis, University of Wisconsin-Whitewater.

Pub Type—Dissertations/Theses—Masters Theses (042)—Reports—Research (143)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—Adolescents, Bilingual Education, Bilingual Students, *Cerebral Dominance, Cognitive Style, Educational Planning, *Eye Movements, *Language Dominance, Language Processing, Lateral Dominance, *Mexican Americans, Multicultural Education, *Neurolinguistics, Second Language Learning, Spanish, Teaching Methods, Testing

Identifiers—Questions

This study investigates whether Mexican Americans have a different cerebral specialization for native language than for second language as measured by visual shift. The possibility of a different cerebral arrangement for each language has implications for educators. The relation between cerebral arrangement and cognitive style entails considerations concerning methods of instruction, grouping, reward

systems, and assessment. The research sample consisted of thirty-two bilingual English-Spanish right-handed males and females between the ages of twelve and sixteen. Visual shift, looking away from the examiner upon being asked a question, represents a switch from external to internal processing. It has been found to be a function of eye movement contralateral to cerebral activity. The results indicate that students sampled in this study tended to shift to the right when answering questions in English and to the left when answering questions asked in Spanish. For this sample, the left hemisphere was the preferred mode of thought in English while the right hemisphere was the preferred mode for processing questions in Spanish. These results indicate that processing modes are biological as well as cultural and individual. In addition, there is a change in cerebral arrangement due to second language acquisition. (JK)

ED 207 331 FL 012 514

Garcia, Ricardo L.
Ensenanza Bilingue (Bilingual Education).
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
Report No.—ISBN-0-87367-084-1
Pub Date—76
Note—58p.

Available from—Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47401 (\$5.00 plus \$1.00 postage).

Language—Spanish
Pub Type—Books (010) — Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Acculturation, *Bilingual Education, Class Activities, Community Involvement, *Educational Objectives, Elementary Secondary Education, *English (Second Language), *Multicultural Education, Planning, *Program Development, Public Policy, Reading Instruction, Social Values, Spanish Speaking, Speech Skills, Student Attitudes, Teacher Role, *Teaching Methods, Writing (Composition)

The purpose of bilingual education is to increase the academic ability and success of the student through the use of the native language as the principal instrument of instruction. The aim is for the student to develop appropriate academic attitudes towards, practical aptitudes in, and knowledge of the target language. The pamphlet explores bilingual education as it traces: (1) the principles, rights, and responsibilities of bilingual and bicultural education; (2) methods of bilingual instruction; (3) bicultural education; (4) the history of bilingualism in the United States; (5) the social implications of bilingual education; (6) goals and objectives of bicultural programs; (7) administrative planning for bilingual and bicultural programs; (8) the future of bilingual education; and (9) sources of information on bilingual and bicultural education. (JK)

ED 207 332 FL 012 517

d'Anglejan, Alison
Difficultés d'apprentissage de la langue seconde chez l'immigrant adulte en situation scolaire: Une étude dans le contexte québécois (Adult Immigrants' Problems in Learning a Second Language in an Academic Setting: A Study in the Context of Quebec Culture and Practice). Publication B-101.

Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.
Report No.—ISBN-2-89219-100-9
Pub Date—81

Note—152p.
Language—French
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Adult Students, Audiolingual Methods, *Communicative Competence (Languages), Educational Research, *Failure, *French, *Immigrants, Intensive Language Courses, Interlanguage, Language Research, Languages for Special Purposes, *Learning Problems, Low Achievement, Postsecondary Education, *Second Language Learning, Surveys

Identifiers—*Quebec
A study was carried out of the 15 to 20% of immigrants enrolled in French second language classes in the "Centres d'Orientation et de Formation des Immigrants" (COFI) in Quebec, who learn little or no French after 8 weeks of an intensive course and repetitions of the course. This report presents the data gathered in the course of the 18-month project.

The six chapters deal with the following material: (1) the influence of linguistic theory and research in psycholinguistics on language learning and the fact that this reorientation has cast serious doubts on structuralist and behaviorist methods; (2) a survey of instructors; (3) case studies; (4) a survey of students and analysis of the results, which led to the conclusion that pedagogical activities in certain classes were not a help to the students and were often a hindrance; (5) proposed solutions consisting of the introduction of practical content related to social and professional integration into Quebec culture instead of instruction in grammar and exercises in structure; and (6) an analysis of the interlanguage characteristics of subjects on various aptitude levels. The appendices contain the questionnaires and tests used in the project. (AMH)

ED 207 333 FL 012 521

Alvarez, Gerardo, Ed. Huot, Diane, Ed.
Problèmes en enseignement fonctionnel des langues (Problems in the Functional Teaching of Languages). Publication B-103.
Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.
Report No.—ISBN-2-89219-102-5
Pub Date—81

Note—186p.; Acts from the Colloquium on the Teaching of Languages (1st, University of Laval, Quebec, October 7-9, 1980).

Language—French
Pub Type—Reports - Research (143) — Collected Works - Proceedings (021)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Adult Education, Bilingualism, Classroom Communication, Discourse Analysis, French, Higher Education, *Instructional Materials, Languages for Special Purposes, *Language Skills, Listening Comprehension, Morphology (Language-), *Motivation, Role Playing, *Second Language Instruction, Semantics, Speech Skills, *Teaching Methods, Vocabulary Skills

Identifiers—Languages for Science and Technology, Simplification (Language), *Speech Arts
Articles include: (1) "L'élaboration du matériel pédagogique pour des publics adultes" (The Elaboration of Teaching Materials for the Adult Public) by G. Painschaud-Leblanc; (2) "L'élaboration d'un programme d'études en français langue seconde à partir des données récentes en didactique des langues" (The Elaboration of a Program of Study in French as a Second Language Based on Recent Data in Language Teaching) by C. Tardif and M. Comeau; (3) "L'utilisation pédagogique de la notion d'actes de parole" (The Pedagogical Utilization of the Notion of Speech Acts) by G. Alvarez; (4) "Structuration versus expression et enseignement du français langue maternelle—Etude empirique de la situation de production de discours en classe" (Structure versus Expression and the Teaching of French as a Native Language—An Empirical Study of the Situation of Discourse Production in Class) by G. Lemire; (5) "La notion de simplification dans l'acquisition des langues étrangères: quelques considérations nouvelles" (The Notion of Simplification in the Acquisition of Foreign Language: Some New Considerations) by N.-C. Ragusich; and (6) "Tentatives de mise en application de l'approche communicative au niveau collégial: quelques problèmes concrets" (Attempts at Integrating the Approach at the College Level: Some Concrete Problems) by M. Perez. (JK)

ED 207 334 FL 012 523

Oseguera, A. Anthony
The American Acquisition of Linguistic and Mass Communication Skills in the Spanish Ambiance.
Pub Date—81
Note—11p.

Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Students, Communication Skills, *Cultural Education, Higher Education, International Educational Exchange, *News Media, Radio, Second Language Learning, Spanish, *Study Abroad, Summer Programs, Television, Travel

Identifiers—Spain
The origin, development, and implementation of a university summer session program in Spain concentrating on mass communication is described. The preparation in the American university included travel arrangements, insuring the communication hardware, packing appropriate textbooks, and orientation of faculty and students who were drawn from several universities. In Spain, the stu-

dents lived on the University of Madrid campus, attended courses, did some traveling, and toured the facilities of "Radio-Televisión Espana." The course work required the student to perform research in both print and electronic media. It seemed that the communication students in this program had come to a better understanding of other cultures, and gained a broader perspective of what broadcasting is about. (AMH)

ED 207 335 FL 012 525

Valdes, Gabriel M.
A Historical Approach to Legal Aspects of Bilingual Education.

Pub Date—May 81

Note—31p.; Paper presented at the Annual International Bilingual Bicultural Education Conference (10th, Boston, MA, May 23-30, 1981).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150) — Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Bilingual Education, *Court Doctrine, Court Litigation, *Desegregation Litigation, Educational Discrimination, Elementary Secondary Education, History

Court decisions relating to bilingual education in the United States are synthesized and analyzed. In addition to cases relating specifically to language of instruction, those dealing with desegregation and racial or ethnic discrimination are reviewed. In decisions involving the teaching of foreign languages in elementary school, during the period 1923-1947, the trend was to invalidate state statutes prohibiting the teaching of foreign languages below the eighth grade. From 1950 on, court decisions have been consistent in trying to eliminate discrimination against black Americans in public schools. The period 1970-1973 saw Mexican American children identified as a minority group entitled to the protections announced in segregation cases. With Lau vs. Nichols, a decision ordering relief in the form of special programs for limited English speaking students without specifying the form of relief opened an era of mandatory bilingual education that continues today if only because the Supreme Court has been silent on the subject since then. Since 1975, courts have directed school districts to accommodate the limited English speakers wherever substantial numbers of those speakers desired accommodation. The methodology of bilingual education has found its way into many cases. Finally, the few decisions dealing with the rights of illegal alien children have been divided. (JB)

ED 207 336 FL 012 527

Whittaker, Fawn
Notes on Grammar: Singing in ESL with Songs for the Grammar Class.

Pub Date—11 Apr 81

Note—57p.; Paper presented at the Hawaii Council of Teachers of English Conference (Honolulu, HI, April 11-12, 1981). Broken type.

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Classroom Techniques, *English (Second Language), *Grammar, Listening Skills, *Second Language Instruction, *Singing, Teaching Methods, *Vocal Music

The favorable effect of music on the emotions has been recognized since ancient times, and, more recently, many have made use of music to make students in the classroom more receptive to learning. Songs in the English as a second language (ESL) classroom can be helpful in several ways: (1) by introducing basic vocabulary, (2) by imparting knowledge of idioms and common phrases, (3) by introducing a new type of listening activity, (4) as an aid in teaching pronunciation (which inevitably shows astounding improvement after students have sung in the language), (5) by helping students to ease themselves into a new culture, and (6) as reinforcement for grammar drills. Songs may be introduced in a variety of ways, depending on the teacher's own background and inclinations and on the availability of, for instance, instrumental resources. Paramount in the use of songs is an awareness of student needs and of the specific elements of each song. Several folk songs are presented and analyzed for classroom use. A bibliography of resource materials is appended. (JB)

ED 207 337 FL 012 529

Gendron, Jean-Denis, Ed. Vigneault, Richard, Ed. Les mécanismes psychologiques sous-jacents à l'apprentissage d'une langue seconde (The Psychological Mechanisms Related to the Learning of a Second Language). Publication B-99.

Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.

Pub Date—81

Note—90p; Report of the Colloquium on the Underlying Psychological Mechanisms in Learning a Second Language, Congress of the French-Canadian Association for the Advancement of Science (48th, Laval University, Quebec, May 15-17, 1980).

Language—French

Pub Type—Reports - Research (143) - Collected Works - Proceedings (021)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adult Education, Bilingual Students, Cultural Context, *Culture Contact, Ethnic Relations, *Language Attitudes, Language Proficiency, Language Skills, Language Usage, *Mnemonics, Motivation, Predictor Variables, *Psychological Characteristics, *Second Language Learning, *Social Characteristics, Study Skills, Vocabulary Skills

Articles include: (1) "Variables psychologiques et sociales reliées à l'apprentissage d'une langue seconde par l'immigrant adulte en situation scolaire" (Psychological and Social Variables Related to the Learning of a Second Language by the Adult Immigrant in the Academic Situation) by A. d'Anglejan and C. Renaud, (2) "Les contacts inter-ethniques: qu'est-ce qui les rend efficaces?" (The Inter-Ethnic Contacts: What Makes Them Effective?) by J. F. Hamers and D. Deshaies, (3) "Pourquoi apprendre une langue seconde: le rôle de l'appartenance ethnique" (Why Learn a Second Language: The Role of the Ethnic Concern) by R. Clement and S. Marchildon, (4) "Attitudes face au comportement langagier à Montréal" (Attitudes toward Language Behavior in Montreal) by R. Y. Bourhis and F. Genesee, and (5) "Les techniques mnémoniques liées à l'apprentissage des langues" (The Mnemonic Techniques Associated with the Learning of Languages) by A. Desrochers. In each empirical study one or more measures were employed. The measures provide information on level of language ability, attitudes toward the second language and its speakers, degree and quality of motivation to learn the second language, and study techniques for the acquisition and retention of a second language. (JK)

ED 207 338 FL 012 530

Cheng, Helen Ngai-lung

Learning and Performing: An Integrated Language Course at the Tertiary Level.

Pub Date—Nov 80

Note—15p; Paper presented at the Conference of the Japan Association of Language Teachers (Nagoya, Japan, November 22-24, 1980).

Pub Type—Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Second Language Programs, English (Second Language), *English for Special Purposes, Higher Education, Notional Functional Syllabi, *Second Language Instruction, Teaching Methods

Identifiers—*English for Academic Purposes, University of Hong Kong

The Integrated Language Skills course offered by the University of Hong Kong is offered to students who have had exposure to English in the classroom but who need additional work to develop skills in using that language. The course aims at providing opportunities for students to familiarize themselves with university activities which are then taken as the contexts for the practice materials. The integrated approach is an eclectic approach, drawing on the notional-functional method that lends itself to English for special purposes, as well as on more traditional types of grammar/vocabulary drill. A two-block course structure recognizes the complexity of language acts, which manifest composite abilities, each of which may be thought of as a sub-skill. Block one in the structure deals with integrative abilities and requires students to take part in extended project activities requiring them to practice and perform in composite abilities. Block two is a subskills block which aims at improving proficiency in each of the subskills that were called upon in performing the task of block one. Block one immerses students in common academic situations; block two resembles traditional language classroom

exercises. Each block makes use of a distinct set of instructional materials and aids. (JB)

ED 207 339 FL 012 533

Madsen, Harold S. Bowen, J. Donald

Evaluating Contemporary Language-Teaching Methodologies through Historical Perspective.

Pub Date—[81]

Note—21p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational History, Evaluation, Instructional Innovation, *Second Language Instruction, *Teaching Methods

The comparative study of foreign language teaching methodologies benefits from an overview of the history of foreign language instruction, which begins with Roman youths learning Greek and, later, the classical form of Latin. In the Middle Ages and Renaissance, notable figures such as Erasmus and Montaigne espoused highly intensive though relatively unsystematic methods, though it was in this period that the love for the discipline of a grammatical system brought the grammar translation method into favor. By the end of the 19th century, the Natural and Phonetic Methods, reactions to grammar translation, had spawned the oral-aural Direct Method. The eclectic and thoroughly worked-out views of a figure such as Harold E. Palmer (1877-1949) sound remarkably modern. The recurring ideas of contemporary methodologies are also recurring ideas of history (e.g., starting instruction at an early age). Both the success of the audiolingual approach and the views of its contemporary detractors can be understood through historical perspective. The many innovative methods currently in use (including Total Physical Response and the Silent Way) also owe their distinctive appeal to one or more time-honored principles of foreign language instruction. (JB)

ED 207 340 FL 012 534

Litler, Robert

Discourse Factors in the Evaluation of Language Ability.

Pub Date—21 Apr 80

Note—15p; Paper presented at the Regional Seminar of the Southeast Asia Ministers of Education Organization Regional Language Centre (15th, Singapore, April 21-25, 1980). Best copy available.

Pub Type—Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Applied Linguistics, *Discourse Analysis, *Language Proficiency, Linguistic Performance, *Second Language Learning, *Speech Skills, *Testing

Features of connected discourse that have been identified by discourse analysis may be applied to the evaluation of oral proficiency in a second language. For example, in the area of semantics, a speaker's control of the cause-result relationship involves, among other things, the ability to produce the different grammatical and lexical manifestations of this relationship. Evaluation of the many possible ways of expressing a relationship as in the sentence "He died of malaria" could be based on a scalar norm with age and education variables. The ability to make inference from texts is another testable skill. In the realm of phonological cohesion, the ability to place stress on the proper element according to the preceding context is an element of discourse competence that needs to be evaluated. Other examples of cohesion that can be evaluated in a discourse context are pronominalization and classification of lexical items within a hierarchy. Finally, the evaluation of oral language ability will consider the staging system, the set of strategies available for communicating semantic choices. Among the methods available for such an evaluation are comprehension questions, paraphrase in context, and text production. Norms for evaluating discourse may be absolute or variable; the norms will be established on stylo-statistical principles. (JB)

ED 207 341 FL 012 535

Deshaies, Denise

Le français parlé dans la ville de Québec: une étude sociolinguistique (The Spoken French in the City of Québec: A Sociolinguistic Study). Publication G-1.

Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.

Pub Date—81

Note—146p.

Language—French

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Adolescents, Children, Cross Cultural Studies, Cultural Background, French, Interviews, *Language Attitudes, Language Proficiency, Language Skills, *Language Usage, *Language Variation, Native Speakers, Oral Language, Physical Environment, Questionnaires, Researchers, Research Skills, *Sociolinguistics, Speech Skills

Identifiers—Deficit Theory, Quebec (Quebec)

This study is divided into two major sections. The first, the study of language in a sociolinguistic perspective, includes: (1) an analysis of the attitudes associated with linguistic variation, and a review of (2) studies conducted in French Quebec, (3) the linguistic and cultural deficit theories, (4) the theory of cross-linguistic and cross-cultural differences, and (5) the theory of linguistic adaptation. The second section reports on the research conducted in the study. Areas reviewed are methodology, the physical distribution in Quebec, choice of informants, the role of the researcher, and the interviewing of students and parents. These interviews sought to determine the attitudes of preadolescent, adolescent, and ten year old students in two different quarters of Quebec. The discussion of results includes a transcription of an individual interview and sample questionnaires. The results indicate that the students expressed attitudes reflecting different levels of French language proficiency when comparing their own speech to their concept of a norm of proficiency. In analyzing variation in language use in both quarters of Quebec, it is concluded that linguistic behavior is tied into the social function of the speakers. (JK)

ED 207 342 FL 012 536

Jones, Joanne And Others

Introduction to French: Colors, Numbers, and Body/Clothing.

Indiana State Dept. of Public Instruction, Indianapolis. Div. of Curriculum.

Spons Agency—National Endowment for the Humanities (NEAH), Washington, D.C.

Pub Date—Apr 81

Grant—NEH-ES-000-14-79-642

Note—259p; For related documents see FL 012 537-538.

Available from—Division of Curriculum, Department of Public Instruction, Room 229, State House, Indianapolis, IN 46204 (For accompanying French tapes send 2 blank C-90 cassettes that will be recorded and returned to you).

Language—French; English

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Class Activities, Conversational Language Courses, *Flies, *French, Illustrations, *Introductory Courses, Primary Education, *Second Language Instruction, Speech Communication, Teaching Guides, Visual Aids, Vocabulary Development

This introductory French course guide is intended to be used by classroom teachers in the primary grades. The course and materials are designed for teachers who may not have had any background in the foreign language; the tapescript of each lesson is therefore highly structured. They are intended as an experiential or enrichment component of the primary grades curriculum and not as the beginning level of a foreign language sequence. The materials have been organized into four units (Introduction, Colors, Numbers, and Body/Clothing), and each unit is divided into lessons with two levels of material, one for kindergarten and the other for grades 1, 2, or 3. In addition to the teaching guidelines and tape scripts, visual and worksheet-type materials, which are suitable for duplication, are included in each unit. (Author/AMH)

ED 207 343 FL 012 537*Jones, Joanne And Others*

Introduction to Spanish: Colors, Numbers, and Body/Clothing.
Indiana State Dept. of Public Instruction, Indianapolis. Div. of Curriculum.

Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date—Apr 81

Grant—NEH-ES-000-14-79-642

Note—259p.; For related documents see FL 012 536-538.

Available from—Division of Curriculum, Department of Public Instruction, Room 229, State House, Indianapolis, IN 46204 (For accompanying Spanish tapes send 2 blank C-90 cassettes that will be recorded and returned to you).

Language—Spanish

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Class Activities, Conversational Language Courses, *Fles, Illustrations, *Introductory Courses, Primary Education, *Second Language Instruction, *Spanish, Speech Communication, Teaching Guides, Visual Aids, Vocabulary Development

This introductory Spanish course guide is intended to be used by classroom teachers in the primary grades. The course and materials are designed for teachers who may not have had any background in the foreign language; the tape script of each lesson is therefore highly structured. They are intended as an experiential or enrichment component of the primary grades curriculum and not as the beginning level of a foreign language sequence. The materials have been organized into four units (Introduction, Colors, Numbers, and Body/Clothing), and each unit is divided into lessons with two levels of material, one for kindergarten and the other for grades 1, 2, or 3. In addition to the teaching guidelines and tape scripts, visual and worksheet-type materials, which are suitable for duplication, are included in each unit. (Author/AMH)

ED 207 344 FL 012 538*Jones, Joanne And Others*

Introduction to German: Colors, Numbers, and Body/Clothing.

Indiana State Dept. of Public Instruction, Indianapolis. Div. of Curriculum.

Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date—Apr 81

Grant—NEH-ES-000-14-79-642

Note—257p.; For related documents see FL 012 536-537.

Available from—Division of Curriculum, Department of Public Instruction, Room 229, State House, Indianapolis, IN 46204 (For accompanying German tapes send 2 blank C-90 cassettes that will be recorded and returned to you).

Language—English; German

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Class Activities, Conversational Language Courses, *Fles, *German, Illustrations, *Introductory Courses, Primary Education, *Second Language Instruction, Speech Communication, Teaching Guides, Visual Aids, Vocabulary Development

This introductory German course guide is intended to be used by classroom teachers in the primary grades. The course and materials are designed for teachers who may not have had any background in the foreign language; the tape script of each lesson is therefore highly structured. They are intended as an experiential or enrichment component of the primary grades curriculum and not as the beginning level of a foreign language sequence. The materials have been organized into four units (Introduction, Colors, Numbers, and Body/Clothing), and each unit is divided into lessons with two levels of material, one for kindergarten and the other for grades 1, 2, or 3. In addition to the teaching guidelines and tape scripts, visual and worksheet-type materials, which are suitable for duplication, are included in each unit. (Author/AMH)

ED 207 345*Rodriguez-Brown, Flora Elias-Olivares, Lucia*

A Search for Congruency in Language Proficiency Testing: What the Tests Measure—What the Child Does.

Pub Date—Apr 81

Note—53p.; Paper presented at the American Educational Research Association Annual Meeting (Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Audiovisual Aids, Bilingual Students, Children, Classroom Techniques, *Communicative Competence (Languages), Comprehension, Discourse Analysis, *English (Second Language), Holistic Evaluation, Language Dominance, *Language Proficiency, Language Usage, Morphology (Languages), Non English Speaking, Parent Attitudes, Phonology, Pragmatics, Pronunciation, Second Language Learning, Spanish, Syntax, *Testing, Test Reliability, Test Validity, Vocabulary Skills

Identifiers—Questions

This paper focuses on the current developments in regard to the assessment of language proficiency in children who are from non-English speaking backgrounds. Instruments currently used to assess language proficiency for placement in English programs usually fail validity and reliability tests. These tests usually measure formal aspects of language omitting the importance of function in communicative skills. The data used in this study are part of a larger study of language proficiency which includes six bilingual children at different levels of proficiency in both Spanish and English. The study is both qualitative and ethnographic in nature. The children's language repertoire was collected at school and in the community through the use of video and audio tapes and collected field notes. The results of the analysis illustrate that only a small amount of the child's natural language repertoire is measured with tests currently used to measure language proficiency. The authors suggest that discourse analysis be used as a means for enhancing the measurement of language proficiency and for looking at communicative competence. Such analysis provides insight into what children are capable of, rather than what they are incapable of, doing linguistically. (Author/JK)

ED 207 346*Moerk, Ernst L.*

Differential Analysis of Language Teaching.

Pub Date—Apr 81

Note—51p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Child Language, Infants, *Language Acquisition, Language Research, *Learning Processes, Mothers, *Parent Child Relationship, Psycholinguistics, Young Children

Since general principles of first language acquisition and environmental input have been clarified by research of the last decade, more differentiated questions are explored in the present study. The main goal is the investigation of similarities and differences in the language teaching and learning processes involved in the verbal interactions between mothers and children. A concomitant focus lies upon the differential description of the sequential relationships between maternal input types and filial acquisition strategies. Two mother-child dyads were studied wherein the children were approximately matched in mean length of utterances which ranged between 1.5 and 4.0 morphemes. The ages of the children ranged between 18 and 35 months. Thirty-nine maternal teaching techniques and 37 filial learning strategies were differentiated and their sequential dependencies were studied. The structure of the interactions was described quantitatively by means of transitional probabilities and by contrasting the observed frequencies with expected ones. The import of the interactions was also tentatively interpreted on the basis of linguistic, instructional, and psychological principles. Although wide quantitative differences between the two dyads were found, it appeared that the two middle class mothers had adopted qualitatively similar strategies. The two children, however, seemed to follow qualitatively divergent approaches in their strategies of language acquisition. (Author)

FL 012 542**ED 207 347***Grellet, Françoise*

Developing Reading Skills: A Practical Guide to Reading Comprehension Exercises.

Report No.—ISBN-0-521-28364-7

Pub Date—81

Note—252p.

Available from—Cambridge University Press, 32 East 57 Street, New York, NY 10022 (\$10.95).

Pub Type—Books (010) — Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—Classroom Techniques, *English (Second Language), Higher Education, *Instructional Materials, Listening Comprehension, *Reading Comprehension, Reading Rate, *Reading Skills, Speech Skills, Speed Reading, Study Skills, *Teaching Methods, *Thematic Approach, Writing (Composition)

This book is presented for teachers who do not use a reading course and who wish to produce their own material as well as for individuals developing materials for tailor-made courses. Various types of reading comprehension exercises are described and classified. The exercise-types suggested can be adapted for all reading levels. The book begins with a review of reading and reading comprehension and discusses some issues to be considered when producing or using reading comprehension exercises. Reading comprehension in the classroom and reading comprehension exercise-types are also discussed. Exercises focus on: (1) reading techniques and sensitizing the reader, improving reading speed, and progressing from skimming to scanning; (2) conveying the aim and function of the text, its organization, and its thematization; (3) the understanding of meaning including both the non-linguistic and linguistic responses to the text; and (4) assessing the text in terms of fact versus opinion and the writer's intention. (JK)

ED 207 348*St. Martin, Gail M.*

Orientation and Intercultural Communication: A Course for Advanced ESL Students.

Pub Date—May 81

Note—9p.; Paper presented at the Annual Conference of the National Association for Foreign Student Affairs (33rd, Nashville, TN, May 26-29, 1981).

Pub Type—Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Acculturation, Audiolingual Skills, Behavior Patterns, Classroom Techniques, Cognitive Processes, Communication (Thought Transfer), *Cultural Education, Emotional Development, *English (Second Language), *Intercultural Programs, Orientation, Postsecondary Education, Social Attitudes, *Teaching Methods

Identifiers—Intercultural Communication

This paper details the content of a one-term course designed to introduce advanced students of English as a second language to the general cultural environment of the United States, especially the university, and to provide them with some intercultural communication skills and awareness. Focus is placed on students' needs assessment, the selection of a university, notetaking, testing, United States classroom behavior patterns, student-professor relationships, nonverbal communication, and the cultural dimension of dating, family, and friendship. A variety of communication sources and styles is stressed to optimize student involvement and learning in class interaction. The results of course evaluation forms submitted to students in the program reveal that as a result of their exposure to the program, students believe themselves to be better informed and therefore better able to cope with their new cultural surroundings. (Author/JK)

ED 207 349*Program Design Considerations for English as a*

Second Language. Adult Education Series #11.

Refugee Education Guide.

Center for Applied Linguistics, Washington, D.C. Language and Orientation Resource Center.

Spons Agency—Office of Refugee Resettlement (DHHS), Washington, D.C.

Pub Date—Aug 81

Contract—600-78-0061

Note—22p.

Pub Type—Guides - Non-Classroom (055)

FL 012 546

EDRS Price - MF01/PC01 Plus Postage.
 Descriptors—Adult Education, *English (Second Language), *Program Design, Refugees, Second Language Instruction, Student Needs
 Identifiers—Survival Competencies

A conference of 15 experts in English as a second language (ESL) from Indochinese programs across the country arrived at a consensus regarding the characteristics of an effective ESL program. Prior to ESL instruction, student needs must be addressed, including basic living needs, orientation in the native language, and seeking the collaboration of various agencies. Refugees must be viewed as having special requirements. Program design will take into consideration such aspects of refugee background as ethnic origin, education, literacy, English proficiency, and individual goals. The setting for the program may be non-formal, a single multi-level class, a center, or an on-job site. The ESL instructional focus may be on survival training, literacy, basic skills, vocational instruction, or English for specific occupational purposes. Each of these focuses is defined; clients to be served, method of delivery, intensity of instruction, program content, desirable outcome, and special considerations are all specified. All information is presented in outline form. (JB)

ED 207 350 FL 012 554
 Ethiopians. Refugee Fact Sheet Series #1.

Center for Applied Linguistics, Washington, D.C.
 Language and Orientation Resource Center.
 Spons Agency—Office of Refugee Resettlement (DHHS), Washington, D.C.

Pub Date—Jun 81
 Contract—600-78-0061
 Note—19p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.
 Descriptors—Amharic, *Cultural Background, English (Second Language), History, *Refugees, Semitic Languages

Identifiers—*Ethiopians, Fact Sheets

Hundreds of thousands of Ethiopians have been forced to flee their country by a repressive regime, a civil war, and an international conflict. These people inhabited a highland plateau cut by deep river valleys and bordered by seas, deserts, and jungles. Ethiopians have diverse backgrounds and speak many languages. Through their long history they have been largely free from outside domination, and have therefore developed a unique culture as evidenced by styles of food, dress, time measurement, and literature. Ethiopians in African refugee camps are for the most part illiterate and desperate. By contrast, the few thousand who have made their way to the United States are educated and anxious to get on with their lives. For all, however, the future is unknown. (Author)

ED 207 351 FL 012 555
 The Mien. Fact Sheet Series #2.

Center for Applied Linguistics, Washington, D.C.
 Language and Orientation Resource Center.
 Spons Agency—Office of Refugee Resettlement (DHHS), Washington, D.C.

Pub Date—Aug 81
 Contract—600-78-0061
 Note—14p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.
 Descriptors—Cultural Background, English (Second Language), History, Indochinese, *Refugees, Sino Tibetan Languages, Tone Languages
 Identifiers—Fact Sheets, Laos, *Mien

The term "Mien" is used to describe several mountain peoples of Southeast Asia, who migrated from China in the 18th and 19th centuries. Their strong family structure serves their agricultural way of life. The language, though tonal, exhibits many similarities to English. Religious beliefs are animistic, centering around spirits of ancestors, the home, and nature. Mythological designs find their way into artwork, which is predominantly bodily adornments. The several names given to boys include a spirit name. Having been forced to move from place to place for centuries, the Mien are in general uneducated, though a few are conversant with Chinese and with the special knowledge needed by shamans. Recent contacts with other indigenous Southeast Asians, and with Americans, have resulted in a slight broadening of the educational base. Mien customs, many centering around fear of evil spirits, should be known and respected by Americans responsible for their orientation in this country. Conversational customs are especially important to

those who want to communicate with the Mien. Teachers of English as a second language should bear in mind certain characteristics of the Mien language, such as the small number of final consonants. (JB)

ED 207 352 FL 012 558

Kovac, Ceil. Cahir, Stephen R.
 A Way with Words. Exploring Functional Language. Participant's Manual.

Center for Applied Linguistics, Washington, D.C.
 Spons Agency—Carnegie Corp. of New York, N.Y.
 Report No.—ISBN-87281-142-5
 Pub Date—Jun 81

Note—60p.; For related documents see FL 012 559-563.

Available from—Center for Applied Linguistics, 3520 Prospect Street, N.W., Washington, DC 20007 (\$3.50 for participant's edition, \$4.00 for instructor's edition; videotapes also available).
 Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Applied Linguistics, *Child Language, *Classroom Communication, Discourse Analysis, Inservice Teacher Education, Interviews, *Language Tests, Postsecondary Education, Primary Education, *Protocol Materials, Videotape Recordings
 Identifiers—*Functional Linguistics

This series, designed for use in inservice teacher workshops, addresses the question, "How do children and teachers use language to get things done?" The transcribed classroom discourse presented and discussed in each volume illustrates functional language in a real context based on the videotaping of undoctored classroom events from kindergarten and grades 1 to 3. Each manual contains workshop exercises to be used with the videotape, describes the theoretical framework from which the work stems, and includes verbal transcripts of the language used in the tapes. The present volume describes the principle of functional language in some detail, calling into question conventional school language assessment which deals only with language forms (sounds, vocabulary, and grammar) while often ignoring meaning relationships (semantics) and language use (pragmatics). The videotape depicts the testing of a young girl's language by eliciting responses to a set of questions based on the child's life. (Author/JB)

ED 207 353 FL 012 559

Kovac, Ceil. Cahir, Stephen R.
 What's What with Questions. Exploring Functional Language. Participant's Manual.

Center for Applied Linguistics, Washington, D.C.
 Spons Agency—Carnegie Corp. of New York, N.Y.
 Report No.—ISBN-87281-144-1
 Pub Date—Jun 81

Note—75p.; For related documents see FL 012 558-563.

Available from—Center for Applied Linguistics, 3520 Prospect Street, N.W., Washington, DC 20007 (\$3.50 for participant's edition, \$4.00 for instructor's edition; videotapes also available).
 Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Applied Linguistics, *Child Language, *Classroom Communication, Discourse Analysis, Inservice Teacher Education, Postsecondary Education, Primary Education, *Protocol Materials, Videotape Recordings
 Identifiers—*Functional Linguistics, *Questions

This series, designed for use in inservice teacher workshops, addresses the question, "How do children and teachers use language to get things done?" The transcribed classroom discourse presented and discussed in each volume illustrates functional language in a real context based on the videotaping of undoctored classroom events from kindergarten and grades 1 to 3. Each manual contains workshop exercises to be used with the videotape, describes the theoretical framework from which the work stems, and includes verbal transcripts of the language used in the tapes. The present volume explores the use of question-asking strategies in the classroom. Functions of questions beyond merely obtaining information are dealt with. Children are shown to have a variety of ways of using questions. It is suggested that educators can make use of knowledge of this variety for preservice and inservice training. The videotape depicts several child-child interactions that involve a number of questions. (Author/JB)

ED 207 354 FL 012 560

Kovac, Ceil. Cahir, Stephen R.
 When Is Reading? Exploring Functional Language. Participant's Manual.

Center for Applied Linguistics, Washington, D.C.
 Spons Agency—Carnegie Corp. of New York, N.Y.
 Report No.—ISBN-87281-136-0
 Pub Date—Jun 81

Note—69p.; For related documents see FL 012 558-563.

Available from—Center for Applied Linguistics, 3520 Prospect Street, N.W., Washington, DC 20007 (\$3.50 for participant's edition, \$4.00 for instructor's edition; videotapes also available).
 Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Applied Linguistics, *Child Language, Class Activities, *Classroom Communication, Inservice Teacher Education, Postsecondary Education, Primary Education, *Protocol Materials, *Reading, Videotape Recordings
 Identifiers—*Functional Linguistics

This series, designed for use in inservice teacher workshops, addresses the question, "How do children and teachers use language to get things done?" The transcribed classroom discourse presented and discussed in each volume illustrates functional language in a real context based on the videotaping of undoctored classroom events from kindergarten and grades 1 to 3. Each manual contains workshop exercises to be used with the videotape, describes the theoretical framework from which the work stems, and includes verbal transcripts of the language used in the tapes. The present volume illustrates that learning how to read extends far beyond "official" reading time in classrooms. The videotape depicts the classroom reading of a menu and a recipe, the social work and decoding involved in a reading group, and children's comprehension and prediction when they are read a story by the teacher. (Author/JB)

ED 207 355 FL 012 561

Cahir, Stephen R. Kovac, Ceil
 Transitions: Activity between Activities. Exploring Functional Language. Participant's Manual.

Center for Applied Linguistics, Washington, D.C.
 Spons Agency—Carnegie Corp. of New York, N.Y.
 Report No.—ISBN-87281-138-7
 Pub Date—Jun 81

Note—44p.; For related documents see FL 012 558-563.

Available from—Center for Applied Linguistics, 3520 Prospect Street, N.W., Washington, DC 20007 (\$3.50 for participant's edition, \$4.00 for instructor's edition; videotapes also available).
 Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Applied Linguistics, *Child Language, *Classroom Communication, Inservice Teacher Education, *Intervals, Postsecondary Education, Primary Education, *Protocol Materials, Time, Videotape Recordings
 Identifiers—*Functional Linguistics

This series, designed for use in inservice teacher workshops, addresses the question, "How do children and teachers use language to get things done?" The transcribed classroom discourse presented and discussed in each volume illustrates functional language in a real context based on the videotaping of undoctored classroom events from kindergarten and grades 1 to 3. Each manual contains workshop exercises to be used with the videotape, describes the theoretical framework from which the work stems, and includes verbal transcripts of the language used in the tapes. The present volume focuses on what has been conventionally considered "down time" by educators. It is demonstrated that transitions can function as an actual learning event, socially and cognitively. (Author/JB)

ED 207 356 FL 012 562

Cahir, Stephen R. Kovac, Ceil
 Teacher Talk Works. Exploring Functional Language. Participant's Manual.

Center for Applied Linguistics, Washington, D.C.
 Spons Agency—Carnegie Corp. of New York, N.Y.
 Report No.—ISBN-87281-140-9
 Pub Date—Jun 81

Note—51p.; For related documents see FL 012 558-563.

Available from—Center for Applied Linguistics, 3520 Prospect Street, N.W., Washington, DC 20007 (\$3.50 for participant's edition, \$4.00 for instructor's edition; videotapes also available).
 Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Applied Linguistics, *Child Language, *Classroom Communication, Discourse Analysis, Inservice Teacher Education, Postsecondary Education, Primary Education, *Protocol Materials, *Teacher Behavior, Videotape Recordings

Identifiers—*Functional Linguistics

This series, designed for use in inservice teacher workshops, addresses the question, "How do children and teachers use language to get things done?" The transcribed classroom discourse presented and discussed in each volume illustrates functional language in a real context based on the videotaping of unselected classroom events from kindergarten and grades 1 to 3. Each manual contains workshop exercises to be used with the videotape, describes the theoretical framework from which the work stems, and includes verbal transcripts of the language used in the tapes. The present volume provides a visible demonstration of the many functions of teacher talk (teaching, answering, evaluating, managing, and reprimanding). The videotape depicts reading, math, and science lessons. (Author/JB)

ED 207 357 FL 012 563

Cahir, Stephen R. Kowac, Ceil

It's Your Turn. Exploring Functional Language.

Participant's Manual.

Center for Applied Linguistics, Washington, D.C. Spons Agency—Carnegie Corp. of New York, N.Y. Report No.—ISBN-87281-146-8

Pub Date—Jun 81

Note—59p.; For related documents, see FL 012 558-562.

Available from—Center for Applied Linguistics, 3520 Prospect Street, N.W., Washington, DC 20007 (\$3.50 for participant's edition, \$4.00 for instructor's edition; videotapes also available).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Applied Linguistics, *Child Language, *Classroom Communication, Inservice Teacher Education, Postsecondary Education, Primary Education, *Protocol Materials, Videotape Recordings

Identifiers—*Functional Linguistics

This series, designed for use in inservice teacher workshops, addresses the question, "How do children and teachers use language to get things done?" The transcribed classroom discourse presented and discussed in each volume illustrates functional language in a real context based on the videotaping of unselected events from kindergarten and grades 1 to 3. Each manual contains workshop exercises to be used with the videotape, describes the theoretical framework from which the work stems, and includes verbal transcripts of the language used in the tapes. The present volume provides information about the verbal and non-verbal aspects of classroom turns at talking, when it succeeds as well as when it breaks down. The videotape depicts whole-group learning exercises in a kindergarten and in a third grade classroom. (Author/JB)

ED 207 358 FL 012 564

Richards, Meredith Martin Brown, Melissa Leath

Acquiring Different Senses of the Verb "To Know."

Pub Date—Apr 81

Note—17p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Boston, MA, April 2-5, 1981).

Pub Type—Reports - Research (143) — Speeches - Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Child Language, Children, Cognitive Development, *Language Acquisition, Language Research, *Lexicology, Psycholinguistics, *Verbs, *Vocabulary Development

Children's understanding of the epistemological terms "know" and "guess" was investigated in two studies with four- to ten-year-old subjects. Two adult players guessed at the location of a ball hidden in one of two boxes. On each trial the child was asked questions about "knowing" and "guessing" both before and after the guessing took place. Questions using "know" were asked separately from those using "guess," to avoid the assumption of semantic oppositionness of these terms, an assumption which previous investigations have made. Responses were analyzed in relation to the pattern of correct/incorrect guesses on each trial, and whether or not one player actually observed the ball being hidden prior to guessing. Results indicated that younger children shifted between two acquired

senses of "know" during the experiment: the sense of subjective certainty due to prior information, and the sense of correct conjecture, as determined by outcome. Further, younger children did not treat "know" and "guess" as opposites, but instead attribute both epistemological states to the correct player; later, "knowing" is attributed to the correct player, and "guessing" to the incorrect player. Not until age 9 or ten do children appear to be completely independent of outcome in their response to both questions. (Author)

ED 207 359 FL 012 565

Pace, Ann Jaffe

Children's Knowledge and Text Comprehension.

Pub Date—Oct 80

Note—13p.; Paper presented at the Annual Boston University Conference on Language Development (5th, Boston, MA, October 1980).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Children, *Cognitive Processes, *Cultural Background, Educational Experience, Expectation, Experiential Learning, Instructional Materials, *Reading Comprehension, Social Experience

Identifiers—Schemata

Background knowledge and experience individuals bring to an activity influence the degree of meaning derived from it. This paper focuses on children's knowledge and text comprehension as it explores the nature of the relationship between them. Studies with children between the ages of five and twelve were undertaken to examine the effect of children's script-like knowledge of their comprehension of texts. The issues addressed are: (1) the use young children can make of their existing knowledge for comprehending narratives, (2) the relationship between the familiarity of the topic of a passage and children's comprehension of it, and (3) children's sensitivity to story information when it is inconsistent with their own knowledge. Results indicate that young children seem to have script-like or ordered, generalized knowledge of commonplace situations which can be utilized in text comprehension. Kindergarten children realized poorer comprehension than older children of events the former knew less well. Passages about uncommon events were the most difficult to comprehend, even though all required information was provided and students could request to hear portions of the narrative again. Special efforts may be needed to get younger children to attend to text-specific information when such information conflicts with their knowledge. (JK)

ED 207 360 FL 012 566

Yu, Agnes Bain, Bruce

Language, Class, and Cultural Implications on First and Second Language Acquisition: A Cross-Cultural Study of Cognitive Consequences.

Pub Date—80

Note—24p.; An earlier version of this paper was presented at the Los Angeles Second Language Research Forum (3rd, Los Angeles, CA, February 29, 1980).

Pub Type—Reports - Research (143) — Speeches - Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bilingualism, Children, *Cognitive Development, Cognitive Processes, Cross Cultural Studies, *Cultural Influences, Educational Methods, Family Influence, Immigrants, Language Aptitude, *Language Usage, *Native Language Instruction, School Involvement, *Second Language Learning, *Social Class, Socialization, Testing

Identifiers—Peabody Picture Vocabulary Test, Vygotsky (Lev S)

This paper explores the different patterns of cognitive behavior of children from varying linguistic, socio-economic, and cultural backgrounds. Several perspectives on cognitive consequences as related to language, class, and culture are presented. The sample consisted of grade one children, one hundred ten boys and one hundred girls between six and one half years and seven years of age, in various types of first and second language programs in Alberta and Hong Kong. Four tests of linguistic and cognitive ability were administered. The results indicated that differences in cognitive performance accrued from first and second language acquisition could be related to cognitive abilities. In second language or immigrant education, the interpretation of the minority experience becomes more meaningful when it is viewed with class experience. The

hostile climate of the working class immigrant children robs them of the chance to develop mother tongue and cultural identity. The method of administering second language education aggravates the social situation by further segregating the child. (JK)

ED 207 361 FL 012 571

Ryan, Robert W.

Une analyse phonologique d'une parier acadien de la Nouvelle-Ecosse, Canada. Region de la Baie Sainte-Marie (A Phonological Analysis of Acadian Speech in Nova Scotia, Canada. The Baie Sainte-Marie Region).

Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.

Report No.—ISBN-2-89219-101-7

Pub Date—81

Note—25p.

Language—French

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, Consonants, *Dialect Studies, French, Language Research, Older Adults, *Phonology, *Speech Habits, Vowels

Identifiers—*Acadians, Functional Linguistics, New Brunswick, *Nova Scotia

This study identifies the phonological system in the idiolects of three native speakers of the Acadian dialect in southwest Nova Scotia, on the coast of Baie Sainte-Marie. The study also highlights the specificity of the phonological system by comparing it with the speech of Acadians in Moncton, New Brunswick and with standard French. The informants were two women, aged 89 and 80 years, and a man, aged 85. They were chosen because they were considered to be representative of speakers whose language would be least influenced by standard French and English. The research followed the theoretical principles and analytical methods of functional linguistics. In addition to the analysis of the phonological system and the comparisons, the report provides the following: (1) objectives of the study, (2) a description of the region under study, (3) the present state of research on the phonological system of the Baie Sainte-Marie region, (4) the informants and the corpus of the study, and (5) a discussion of functionalism. (Author/AMH)

ED 207 362 FL 012 576

The Soviet Jews. Fact Sheet Series #3.

Center for Applied Linguistics, Washington, D.C.; Center for Applied Linguistics, Washington, D.C. Language and Orientation Resource Center.

Spons Agency—Office of Refugee Resettlement (DHHS), Washington, D.C.

Pub Date—Sep 81

Contract—600-78-0061

Note—23p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Contrastive Linguistics, *Cultural Background, English (Second Language), History, *Jews, *Refugees, Russian

Identifiers—*USSR

The uneven but continuing emigration of Soviet Jews since 1972 has been brought about by government policies that are all but openly anti-Semitic. More than 80,000 of these refugees have settled in the United States, many in New York City. They come from a population that is highly urbanized and well educated. Most speak Russian but identify themselves as Jews, even though only a minority maintain active contact with their religion. Their history in the Soviet Union is long and complex, with recurring repression and, for much of their history, restriction within a "Pale of Settlement." Many of them have some knowledge of a second language that will be useful to anyone who tries to teach them English. The English instructor further benefits from an awareness of certain characteristics of Russian, such as the many differences in consonant sounds from English. (JB)

ED 207 363 FL 012 577

Wolff, John U.

Formal Indonesian.

Cornell Univ., Ithaca, N.Y. Southeast Asia Program.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—80

Grant—G00-78-02365

Note—468p.

Language—Indonesian; English

Pub Type—Guides - Classroom - Learner (051)

HE

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Advanced Courses, *Communicative Competence (Languages), *Grammar, Higher Education, *Indonesian, Pattern Drills (Language), *Reading Instruction, Textbooks, Uncommonly Taught Languages, Writing Exercises
Identifiers—National Defense Education Act Title VI

This Indonesian book contains a reference grammar with exercises and a series of reading selections with composition and conversation exercises based on them. It is intended for students at the advanced level who have completed the series entitled "Beginning Indonesian," or have had 300 to 400 hours of classroom work. The materials stress active competence in formal styles of Indonesian, that is, the language used in schools, offices, on public occasions, and in writing. The introduction explains how to use the materials. The grammar exercises, a key to the exercises, and an Indonesian-English glossary complete the volume. (Author/AMH)

ED 207 364 FL 012 578

Morine-Dershimer, Greta And Others

Participant Perspectives of Classroom Discourse. Final Report. Part IV: How Do We Know? (Alternative Descriptions of Classroom Discourse).

California State Univ., Hayward.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—30 Nov 80

Grant—NIE-G-78-0161

Note—123p; Research conducted by the Research Foundation.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Children, *Classroom Communication, *Discourse Analysis, Elementary Education, Language Research, *Research Methodology, Sociolinguistics

This report presents details of one aspect of a year-long sociolinguistic study. The subjects were 165 pupils and their teachers in six second, third, and fourth grade classrooms in a lower socioeconomic, multiethnic elementary school. Six language arts lessons were videotaped in each classroom. Each lesson was played back in three segments to pupils on the same day it was taught. In individual interviews, pupils were asked after each segment, "What did you hear anybody saying in that part of the lesson?" The videotapes were analyzed according to: (1) a language dimensions approach, (2) speech acts, and (3) the structural sequencing of question cycles. The elements of classroom language that were most salient to pupils were analyzed, based on each of these three descriptions, to identify what each approach might reveal about classroom language factors that may contribute to success in school. The conclusion of an earlier report (that teachers and pupils agree in focusing on pupil talk while differing in strength of focus on that talk, and in narrowness of focus within each question cycle) was sustained and extended. The method of "triangulation" of findings from alternative observation systems was recommended for use in further research. (Author/IB)

ED 207 365 FL 012 579

Gage, Alfred Duffy, Barbara

Languages: The Plus in Today's World.

Oklahoma State Dept. of Education, Oklahoma City.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jul 81

Note—21p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Business, Educational Needs, *Interviews, Motivation, *Professional Personnel, *Second Language Learning

Identifiers—National Defense Education Act Title VI

Nine interviews are presented with persons connected with Oklahoma businesses, a children's hospital, and the Oklahoma City Police Department. The intent of the presentation is to demonstrate the need for Americans to acquire skills in foreign languages. A range of topics is covered in the interviews, such as, the usefulness of specific foreign languages, how personnel use foreign languages, situations in which a need for a foreign language was felt, and foreign languages in the schools. (AMH)

ED 207 366

Research Universities and the National Interest: A Report from Fifteen University Presidents.

Ford Foundation, New York, N.Y.

Spons Agency—Alfred P. Sloan Foundation, New York, N.Y.; Andrew W. Mellon Foundation, New York, N.Y.; Carnegie Corp. of New York, N.Y.; Lilly Endowment, Inc., Indianapolis, Ind.; William and Flora Hewlett Foundation, Palo Alto, Calif.

Report No.—ISBN-0-916584-08-9

Pub Date—Dec 77

Note—145p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Federal Programs, Fellowships, *Government School Relationship, *Higher Education, *International Education, International Studies, National Defense, *Public Policy, *Research, Scientists

Identifiers—*Research Universities

The connection between the major research universities and the federal government in furthering advanced learning of high quality was reassessed during a series of meetings of the presidents of 15 major universities. It is argued that one of the decisive elements in the quality of a society is the level it is able to reach and sustain in the quality of its research and scholarship, a national need for excellence in higher learning which cannot be met without a renewed and strong partnership between major research universities and the federal government. Serious limitations in international competence exist in American universities in terms of language instruction, specialized libraries, and collaboration between American scholars and scientists and those in developing countries. The long-term international effectiveness of the United States would be substantially enhanced by the achievement of full international competence on the part of the major American research universities. Without federal assistance even the competence achieved since World War II will erode. Recommendations include: (1) under the International Education Act or other appropriate authorizing legislation, the federal government should develop a ten-year program of grants in support of plans by individual research universities for achieving and maintaining greater competence in research on foreign areas and international problems, and that these grants be awarded on the basis of demonstrated merit; (2) federally funded fellowship programs should support the advanced training of graduate students and the work of postdoctoral scholars in international studies; (3) a comprehensive federal fellowship policy should be developed; and (4) funding for present and future federal programs designed to increase our national competence in international studies should be increased by \$75 million a year. (CC)

ED 207 367

Weinbach, Robert W., Ed. Rubin, Allen, Ed.

Teaching Social Work Research: Alternative Programs and Strategies.

Council on Social Work Education, New York, N.Y.

Pub Date—17 Sep 80

Note—91p; A sourcebook of papers developed for the Project on Research Utilization in Social Work Education.

Available from—Council on Social Work Education, 111 Eighth Avenue, New York, NY (\$6.00).

Pub Type—Reports - Descriptive (141) - Collected Works - Proceedings (021)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Behavioral Science Research, Clinical Experience, *College Curriculum, College Programs, Course Descriptions, Education Work Relationship, *Graduate Study, Higher Education, Models, *Professional Education, Program Evaluation, *Research Methodology, Research Skills, *Social Work

Identifiers—Florida State University, Howard University DC, Rutgers the State University NJ, University of Chicago IL, University of Hawaii, University of South Carolina, University of Utah, University of Washington

Integrative and separate approaches to education in social work research are considered in eight papers. In "Education of Human Services Practitioners for Clinical Evaluation," Naomi Gottlieb and

HE 010 063

Cheryl Richey consider clinical research courses offered in conjunction with practice methods courses at the School of Social Work, University of Washington. In "Experiences in Teaching the Practitioner-Researcher Model," Katherine M. Wood describes the implementation of a graduate social work education model at Rutgers University. In "Increasing the Relevance of Research Education: The University of Hawaii Research Program," Joel Fischer and Walter Hudson describe a research curriculum in which the required research courses involve teaching nomothetic methods to macro student or teaching idiographic methods to direct practice students. In "Toward an Integration of Research and Practice in the Social Work Curriculum: A Description and Evaluation of a One-Quarter Course," Edward J. Mullen, Gerald J. Bostwick, Jr., and Barbra Ryg describe a course offered at the University of Chicago School of Social Service Administration. The curriculum of the University of South Carolina College of Social Work is addressed by Robert W. Weinbach and John T. Grady in "The Traditional Approach to Social Work Research Education: Avant-Garde or Backward?" "Social Work Research at Howard University" by Lewis W. Carr; "Testing Incentives to Encourage Research Activities in Newly Graduated Practitioners: A Follow Up Study" by Rosalied A. Kane (University of Utah); and "Program Evaluation Training" by Harris K. Goldstein and James Proctor (Florida State University) are also presented. (SW)

ED 207 368

Bowen, Howard R.

The Costs of Higher Education: How Much Do Colleges and Universities Spend per Student and How Much Should They Spend?

Carnegie Council on Policy Studies in Higher Education, Berkeley, Calif.

Spons Agency—EXXON Education Foundation, New York, N.Y.; Ford Foundation, New York, N.Y.

Pub Date—80

Note—312p.

Available from—Jossey-Bass Inc., Publishers, 433 California Street, San Francisco, CA 94104.

Pub Type—Books (010) — Information Analyses (070) — Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*College Administration, Comparative Analysis, Compensation (Remuneration), Cost Effectiveness, Educational Economics, *Educational Finance, *Expenditure Per Student, Expenditures, Fiscal Capacity, *Higher Education, Income, *Instructional Student Costs, Longitudinal Studies, Money Management, Program Costs, Resource Allocation, *School Funds, Trend Analysis, Unit Costs

The question of what American colleges and universities should spend to educate their students is addressed. Both societal and institutional factors that determine the costs of colleges' educating their students and longitudinal changes in the unit cost of higher education are examined. The following issues are considered: long-term trends in unit cost, faculty and staff compensation as a major element of cost, costs that have been socially imposed as the nation has tried to protect and enhance social welfare, and undermaintenance of assets. In addition to examining the higher education system as a whole, a sample of institutions are also assessed. Cost differences among institutions, institutional affluence and patterns of resource allocation, effect of institutional affluence on educational outcomes, and economies and diseconomies of scale are analyzed. Implications of the study of national trends and of the study of individual institutions are discussed. Appended materials concern: sources and methods for allocating total expenditures, historical trends in the costs of higher education institutions, and sources and methods of analysis for data on institutional costs. References are included. (SW)

ED 207 369

Hoffman, Benjamin B.

Forecasting and Maximizing Post-Secondary Futures: Dilemmas Over Negative Futures and Their Hidden Costs.

Pub Date—81

Note—15p; For related document, see HE 013 686. Model may not reproduce well.

Pub Type—Opinion Papers (120)

HE 013 685

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Career Choice, *College Choice, Computer Oriented Programs, Databases, *Decision Making, Expectation, Failure, Foreign Countries, *Futures (of Society), Higher Education, High School Students, Information Utilization, *Models, Outcomes of Education, *Prediction, Relevance (Education), Student Characteristics, Student Educational Objectives, Success

Identifiers—Manitoba

Forecasting models for maximizing postsecondary futures and applications of the model are considered. The forecasting of broad human futures has many parallels to human futures in the field of medical prognosis. The concept of "exasperated negative" is used to refer to the suppression of critical information about a negative future with the consequences being a greatly increased destructive impact on the individual and the individual's investment in that negative future. An application of this forecasting approach is the use of profile groupings of high school graduates to characterize their probabilities for success. An extensive historical data base contains such items as the characteristics and track records of the profile groups, regions, programs, and institutions. The model brings together the supply and demand sides for plans and simulates the successful outcomes. Negative futures are then resimulated and if the personal motivational index supports a second choice plan, reallocation is achieved. Application of the maximizer approach was undertaken in four Manitoba high schools. Students were allowed to play through the planning experience of 10 highly repetitive case studies. Students attempted to make decisions for their case, and the data were entered into an interactive terminal for comparison with other candidates and a simulation of the probabilities of achieving one of the successful plan outcomes. Group discussion was also integrated into the process. Implications of the project are considered. (SW)

ED 207 370

HE 013 686

Hoffman, Bernard B.

Post-Secondary Enrollment Forecasting with Traditional and Cross Pressure-Impact Methodologies.

Pub Date—18 Nov 74

Note—13p.; For related document, see HE 013 685. Paper presented to the Conference on Population Projections and Related Futures sponsored by the Department of Educational Planning, the Ontario Institute for Studies in Education (November 18, 1974). Not available in paper copy due to marginal legibility of original document.

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Aspiration, Budgeting, College Attendance, College Bound Students, *College Planning, Decision Making, Educational Demand, Educational Research, *Enrollment Projections, Higher Education, *Measurement Techniques, *Models, *Postsecondary Education, *Prediction, Program Costs, Program Development, Research Methodology

Identifiers—*PDEM 1 Model

A model for forecasting postsecondary enrollment, the PDEM-1, is considered, which combines the traditional with a cross-pressure impact decision-making model. The model is considered in relation to its background, assumptions, survey instrument, model conception, applicability to educational environments, and implementation difficulties. The model has been subjected to three years of research, development, validation, and external evaluation. The survey instrument consists of two instruments designed to follow the student's decision-making and assess dimensions of change and reasons for change occurring since the last contact. Academic and occupational plans, family influence and background, financial situation, and summer plans before college entry are among the areas tapped by the survey instrument. The model includes a pure demand report, which represents students' intentions to enroll in postsecondary education, and actual enrollment forecasts, which represent those students anticipated to persist in spite of constraints, such as academic eligibility. The model can review enrollment outcomes by institution and program as decision-making variables are changed. The following concerns relating to application of the model are examined: costs and benefits, budgeting, program planning, comprehensive educational planning in a transitional environment,

representativeness of the sample, systems level application, size and accuracy, and full-time students. Implementation problems are also considered. (SW)

ED 207 371

HE 013 703

Psacharopoulos, George

Higher Education in Developing Countries: A Cost-Benefit Analysis. Staff Working Paper No. 440.

World Bank, Washington, D. C.

Pub Date—Nov 80

Note—134p.

Available from—The World Bank, 1818 H Street,

NW, Washington, DC 20433.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*College Curriculum, Cost Effectiveness, Departments, *Developing Nations, Economic Factors, *Educational Benefits, *Educational Finance, Education Work Relationship, Employment Potential, Foreign Countries, *General Education, Higher Education, Liberal Arts, Program Costs, *Technical Education, Vocational Education

The socioeconomic rationale of higher education provision in developing countries is examined by a review of the costs and benefits associated with investment in higher education as a whole and especially in different postsecondary subjects. University expenditures in developing countries typically account for less than 20 percent of the state budget for education, and an increasing part of this expenditure is devoted to technical and vocational subjects. This is indicated by the rising relative share of university enrollments in engineering, agriculture, and related fields of specialization. The international trend toward technical subjects is thought to reflect the notion that technical education contributes to economic development. The scientific basis of this notion is examined by examining criteria for social choice in education: efficiency, equity, employment effects, social demand satisfaction, and flexibility benefits. Assessment of higher education costs at the aggregate university level and the subject field level permit an analysis of the behavior of unit costs as enrollment rises and documents cost differences between various university departments. The quantitative side of higher education benefits is analyzed, including the earning advantage of the graduates of different subjects, social demand satisfaction, income distribution, and employment prospects. Nonquantitative aspects of the choice between liberal and vocational education are addressed by reference to curriculum theory and the sociology of knowledge and change. The results suggest that technical and general curriculum have their place in a balanced educational system. A bibliography and data for different countries are appended. (SW)

ED 207 372

HE 013 962

Shulman, Lawrence

Identifying, Measuring, and Teaching Helping Skills.

Canadian Association of Schools of Social Work, Ottawa (Ontario); Council on Social Work Education, New York, N.Y.

Spons Agency—Department of National Health and Welfare, Ottawa (Ontario). National Welfare Grants.

Pub Date—81

Grant—4554-23-8-P

Note—149p.

Available from—Council on Social Work Education, 111 Eighth Avenue, Suite 501, New York, NY 10011 (\$6.00).

Pub Type—Guides - Non-Classroom (055) — Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—College Students, *Counselor Client Relationship, *Counselor Performance, Higher Education, Observational Learning, *Skill Development, *Social Work, *Social Workers, *Teaching Skills, Training Methods

Addressed is the need in social work education to identify the skills required for effective practice, to develop instruments to measure these skills, and to design an approach to teach them effectively. In the first chapter, "Identifying the Worker Helping Skills," 27 communication, relationship, and problem-solving skills are described. The skills are presented using time as an organizing principle (the preliminary, beginning, work, and ending transition phases). The second chapter, "Measuring Helping

Skills Using Client Feedback," describes the development of a consumer questionnaire in which clients provide their perceptions of their workers' skill levels. The third chapter, "Measuring Helping Skills Using An Observation System," discusses a second procedure designed to measure social work practice skill. The instrument is an observation system in which trained raters are able to categorize observed client and worker activity and translate these observations into profiles of interaction. The final chapter, "Teaching Practice Skills," addresses one aspect of teaching social work practice skills. Appendices include: social worker behavior questionnaire; observation social work; theory, practice, and research; social worker behavior questionnaire (individual item analysis); and the mediating theory. A bibliography is provided. (LC)

ED 207 373

HE 013 967

Grupe, Fritz H. Sukanek, Kathleen L. Together We Do More: Cost-Effectiveness Through Interinstitutional Cooperation.

Associated Colleges of the St. Lawrence Valley, Potsdam, N. Y.

Spons Agency—Carnegie Corp. of New York, N.Y.

Pub Date—Apr 81

Note—117p.; Not available in paper copy due to small print of original document.

Available from—Associated Colleges of the St. Lawrence Valley, State University College of Potsdam, Potsdam, NY 13676.

Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Audiovisual Aids, *Consortia, *Cooperative Programs, *Cost Effectiveness, Curriculum Development, Departments, Educational Equipment, Equipment, Higher Education, Instructional Materials, *Intercollegiate Cooperation, Laboratory Equipment, Program Descriptions, *Shared Facilities, *Shared Services

Identifiers—*Associated Colleges of the Saint Lawrence Valley, Clarkson College of Technology NY, Saint Lawrence University NY, State University of New York Coll at Potsdam, State University of NY Agric Tech Coll Canton

Results of a project designed to extend the level of academic cooperation among four member colleges of the Associated Colleges of the St. Lawrence Valley are presented. The specific goal of the project, which was funded by the Carnegie Corporation of New York, was to initiate activities that were cost beneficial. Members of the consortia are: Clarkson College, St. Lawrence University, State University of New York (SUNY) Agricultural and Technical College at Canton, and SUNY College at Potsdam. Funds for the specific projects, which are listed by department, are detailed in terms of Carnegie Corporation grants, local matching funds, and specific uses of the monies. For each project, impacts are noted as follows: cost avoidance, cost effectiveness, cost efficiency, resource amplification, and resource attraction. In addition to a brief note on the nature of the impacts, brief project descriptions are presented. Among the projects are the following: anthropology films; team teaching of a course on human sexuality; employment of an art slide librarian; construction of plexiglass cubes for displaying sculpture, pottery, etc.; acquisition of instruction materials for biology courses; design of an interinstitutional cell and molecular biology concentration; development of a set of computer models for simulating the chemical analysis of DNA chains; development of a modular course in consumer economics; offering a new course in radio journalism; availability of an x-ray fluorescence unit at St. Lawrence to a Potsdam staff member; faculty sharing among the institutions through faculty exchanges, overload teaching, and a loan of faculty for specified periods of time; and plans for a cooperative radioactive waste disposal procedure. (SW)

ED 207 374

HE 013 970

Shaw, Joseph And Others

Humanism and the Christian Tradition: The Experience of Four Upper Midwest Church Colleges.

Pub Date—[81]

Note—52p.; For related document see HE 013 969. Pub Type—Reports - Descriptive (141) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Catholics, *Christianity, *Church Related Colleges, College Curriculum, *College

Role, Declining Enrollment, *Educational Change, Educational History, Higher Education, *Humanistic Education, Institutional Characteristics, Intercollegiate Cooperation, Liberal Arts, *Religious Cultural Groups, Religious Education, Social Change, Trend Analysis
Identifiers—College of Saint Catherine MN, Luther College IA, Saint Johns University MN, Saint Olaf College MN, Vatican Councils
 Four cooperating Midwest colleges—St. John's University, St. Olaf College, the College of St. Catherine in Minnesota and Luther College in Iowa—have undertaken among themselves a revitalization of the humanistic tradition according to its Christian dimension. This report describes their efforts. Similarities in the histories, goals, and activities of the institutions are described, and it is noted that these similarities have existed despite their separate characteristics as Catholic and Lutheran institutions. Challenges to humanism and the Christian tradition at the four colleges are outlined. Common trends are seen in enrollment factors (i.e., declining enrollment in church-related colleges), the tightening job market that threatens the liberal arts tradition, changes brought about by the Second Vatican Council, the Vietnam War, the disruption of Watergate, declining faculty loyalty to the church-related colleges, changes in the churches, and curricular pluralism. Specific challenges that appear to belong to these trends and that affect the four colleges are discussed for each college. (MSE)

ED 207 375 HE 014 008

Douglas, Joel M.
The Yeshiva Case: One Year Later.
 City Univ. of New York, N.Y. Bernard Baruch Coll. National Center for the Study of Collective Bargaining in Higher Education and the Professions.
 Pub Date—May 81
 Note—9p.; Updated version of an earlier article from *Change Magazine*, Vol. 13, No. 2.
 Available from—National Center for the Study of Collective Bargaining in Higher Education and the Professions, Baruch College, 17 Lexington Avenue, New York, NY 10010.

Journal Cit—National Center for the Study of Collective Bargaining in Higher Education and the Professions Newsletter; v9 n2 Apr/May 1981
Pub Type—Opinion Papers (120) — Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Collective Bargaining, College Administration, *College Faculty, *Court Litigation, Employment Practices, *Federal Legislation, *Governance, Higher Education, Legal Problems, Private Colleges, State Colleges, State Universities, Supervisors, *Unions
Identifiers—*National Labor Relations Board v Yeshiva Univ, Supreme Court

Developments that have occurred in faculty collective bargaining and governance since the Supreme Court decision of the National Labor Relations Board (NLRB) v. Yeshiva University are examined, along with the legal framework of the case. The ruling held that the entire faculty at Yeshiva University was managerial and, thus, not entitled to bargain collectively under the protection of the National Labor Relations Act. Public colleges and universities have been protected from Yeshiva-like claims by the existence of statutory public sector labor laws. However, 37 private institutions have made claims based on the Yeshiva case. Among the stands of the private institutions are the following: outright refusal to bargain successor agreements, refusal to bargain initial agreements, movement to have union certification proceedings halted pending resolution of Yeshiva claims, and use of threat of Yeshiva at the bargaining table as leverage to win concessions. The specific institutions that have made a Yeshiva claim are listed and some of the claims are described. The legal positions of the unions in the post-Yeshiva period include the following: place the burden of proof on the employer to show the applicability of Yeshiva; build a record on appeal showing the inapplicability of the so-called 90 percent Yeshiva rule; and continue to file unfair labor practice charges before the NLRB in those cases where institutions refuse to negotiate successor agreements. In the future there could be an impact of the case in the public sector involving a gradual erosion of faculty bargaining units that contain teaching faculty deemed to be managerial or supervisory. Guidelines for the future regarding the case are presented. (SW)

ED 207 376 HE 014 031

March, James G.
How We Talk and How We Act: Administrative Theory and Administrative Life.
 Illinois Univ., Urbana.
 Pub Date—26 Sep 80
 Note—53p.; Seventh David D. Henry Lecture on Administration, University of Illinois at Urbana-Champaign (Urbana, IL, September 25, 1980).
Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Administrator Role, *College Administration, *College Planning, Higher Education, Incentives, Management by Objectives, Management Development, *Organizational Effectiveness, *Organizational Theories
 It is suggested that college administrators' actions do not necessarily need to follow from what they say. Assumptions of rigidity of organizations, heterogeneity of managers, clarity of objectives, and instrumentality of action are viewed as inconsistent with experience and tending to lead theorists astray. Modifications in assumptions of management are suggested by examining change, clear goals, managers and managerial incentives, and instrumentality in administrative life. The following conclusions are made: (1) Organizations change routinely and continually, and the effectiveness of an organization's management and response to its environment is linked to the effectiveness of routine processes. As a result, much of the job of an administrator involves the mundane work of making a bureaucracy work. (2) Some of the standard dicta that managers should define and pursue clear objectives need to be qualified by a recognition that clarity is sometimes a mistake and ambiguous preferences may be suitable. (3) Well-functioning organizations persistently produce a supply of nearly indistinguishable good managers and motivate managers to push themselves to the limit. (4) Administrators manage the way the sentiments, expectations, commitments, and faith of individuals concerned with the organization fit into a structure of social beliefs about organizational life. Administrators can affect organizations through their effect on the world views that surround organizational life. (CC)

ED 207 377 HE 014 092

Better Accountability Needed at the Medical University of South Carolina. Report by the Comptroller General of the United States.
 Comptroller General of the U.S., Washington, D.C.
 Report No.—AFMD-81-32
 Pub Date—27 Feb 81

Note—42p.; Comptroller General's report to the Chairman, Subcommittee on Federal Spending Practices and Open Government, Senate Committee on Governmental Affairs.
 Available from—U.S. General Accounting Office, Document Handling and Information Services Facility, P.O. Box 6015, Gaithersburg, MD 20760 (first five copies free; additional hard copy \$3.25 each, paper copy \$1.00 each).

Pub Type—Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Accountability, Educational Finance, Equipment, Equipment Utilization, Facility Inventory, *Federal Aid, *Government School Relationship, Higher Education, *Medical Schools, *Money Management, Purchasing, School Accounting, School Funds, State Aid, *State Universities

Identifiers—Audits, *Medical University of South Carolina
 The Medical University of South Carolina's financial management practices and its use of public resources and the adequacy of federal and state efforts to monitor the university's use of public resources were reviewed by the U.S. General Accounting Office. Specific weaknesses in the areas of equipment, entertainment expenses, and controlled substances were identified. One of the most significant weaknesses and one that has broad implications in terms of achieving effective management, was the lack of a good internal audit capability. The weaknesses that were identified have existed for several years without effective corrective action. External controls, including both federal and state audits, have been too limited and infrequent to monitor the university's use of public resources, assess the university's accountability for federal and state funds, and assure corrective action on problems previously identified. It is recommended that the Secretary of Health and Human Services make any further federal funding contingent upon a satisfactory showing by the University that corrective action has been

taken to ensure that internal controls are adequate to ensure proper accountability. GAO also recommends that the Secretary determine whether recovery should be made for that portion of the equipment that was purchased without federal approval, cannot be located, is not being used, and is being used outside the grant-supported area. (SW)

ED 207 378 HE 014 170

Brandt, Norman J.
Financial Statistics of Institutions of Higher Education: Fiscal Year 1979. State Data.
 National Center for Educational Statistics (ED), Washington, D.C.
 Spons Agency—National Center for Education Statistics (ED), Washington, D.C.
 Report No.—NCES-81-344
 Pub Date—May 81
 Note—278p.; Not available in paper copy due to small print.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Numerical/Quantitative Data (110) — Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Capital Outlay (for Fixed Assets), Comparative Analysis, *Educational Finance, *Endowment Funds, *Expenditures, *Higher Education, *Income, National Surveys, Private Colleges, Private Education, Questionnaires, Scholarship Funds, State Colleges, *Tuition
 Financial statistics of institutions of higher education were surveyed. The 14th annual Higher Education General Information Survey (HEGIS XIV) was mailed to all institutions listed in the Educational Directory, Colleges and Universities, 1978-79. Completed survey forms were received from 2,909 institutions (91.7 percent). Data were imputed for nonrespondents. Summary tables show selected financial statistics for fiscal years 1978 and 1979 and the percentage change by control, region, and state on the following information: current funds revenues, expenditures, value of physical plant assets, indebtedness, endowment, tuition, scholarship and fellowship awards, and educational expenditures. There was a net increase of six 4-year institutions and 37 2-year colleges. In 1979 as compared with 1978, two states had two more public institutions (Nebraska and Hawaii) and one outlying area (Puerto Rico) had one more; three states (New York, Texas, and Alaska) had a net loss of one; and the District of Columbia lost two publicly-controlled units. The net result was two more public reporting units for the aggregate United States in 1979 than in 1978. There was a net increase of 41 private institutions of higher education. The survey report form is appended. (CC)

ED 207 379 HE 014 180

Grimes, Howard
Some Notes on a Permanent Diaconate in the United Methodist Church. Occasional Papers No. 36.

United Methodist Board of Higher Education and Ministry, Nashville, Tenn.
 Pub Date—1 Jun 81
 Note—7p.

Available from—United Methodist Center, Board of Higher Education and Ministry, The United Methodist Church, P.O. Box 871, Nashville, TN 37202.

Pub Type—Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Certification, Christianity, *Clergy, Higher Education, Professional Education, *Religion, Religious Education, *Religious Organizations

Identifiers—*Deacons, *Methodist Church
 The permanent order of deacon is proposed in the United Methodist Church. The following are suggestions for governing representative ministry so it can be structured to enliven and renew the life of United Methodism: (1) any view of diaconal and other representative ministries must be seen in relation to the general ministry of all Christians; (2) the calling of diaconal ministries (deacons) is essentially an enabling ministry for the larger body of Christians; (3) the order of deacon is an appropriate designation for the twentieth century; (4) ordination is historically a more accurate word to designate ministers who are set apart for service than is the word consecration; (5) annual conference membership for permanent deacons, without a guaranteed appointment and apart from the itinerancy, is not as

radical a departure from the present situation as it may initially seem to be; (6) for permanent deacons to be ordained and admitted to annual conference membership, educational requirements should be equivalent to those for ordination as elder; (7) ordination and conference membership for permanent deacons should be based on the same conditions in other areas as those which prevail for the eldership, including the intention of engaging in the full-time diaconate on a permanent basis. It is argued that ordination as a permanent deacon and admission to the annual conference are to be taken fully as seriously and to be handled with as much care as ordination to the order of elder. The provision for this process is in the 1980 Book of Discipline. (CC)

ED 207 380

HE 014 183

MacDonald, Douglas S.

The Effect of Proposed Reagan Administration Cuts on University of Delaware Financial Aid Programs. Special Report.

Delaware Univ., Newark. Office of Scholarships and Student Financial Aid.

Pub Date—24 Apr 81

Note—11p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Budgeting, *College Students, *Eligibility, *Federal Aid, Federal Programs, Financial Problems, Government School Relationship, Higher Education, Need Analysis (Student Financial Aid), Public Policy, *Retirement, State Universities, Student Costs, *Student Financial Aid, Student Loan Programs, Student Participation

Identifiers—Guaranteed Student Loan Program, Pell Grant Program, *Reagan (Ronald), Social Security Student Benefits Program, Student Loan Marketing Association, *University of Delaware Proposed budget cuts by the Reagan Administration that will directly affect the financial aid programs at the University of Delaware are examined, along with the anticipated impacts of the cuts. The programs specifically slated for reduction in both funds and the number of students who will be eligible to participate in 1981-82 include the Guaranteed Student Loan (GSL) Program, the Pell/Basic Educational Opportunity Grant program, and the Social Security Student Benefits Program. In addition, reduction are anticipated in the funds available through the National Direct Student Loan, Supplemental Educational Opportunity Grant, College Work Study, and some reciprocal state grant programs. It is projected that if the interest rate subsidy on the GSL program is eliminated, the university can anticipate a 20 percent reduction in student participation in the program. If the needs-based approach to the GSL program is adopted, it is suggested that lenders would be dissuaded from actively participating in the program and student participation would be reduced by 40 percent. A 35 percent reduction in the amount of funds available to students under the Pell Grant program is anticipated, as is redefinition of student eligibility. The proposal to withdraw the Student Loan Marketing Association's (Sallied Mae) access to borrow from the federal government may greatly diminish its ability to serve as a secondary market and warehousing mechanism for the Guaranteed Student Loan lenders. Phasing out of the Social Security Student Benefit program would result in approximately 1,000 University of Delaware students losing about \$50,000 per month for the 1981-82 academic year. Ten steps being taken by the university in light of these proposed reductions are outlined. (SW)

ED 207 381

HE 014 184

Program Review: Administrative Units and Service Units, COPE Study 1979-80.

Delaware Univ., Newark. Office of Scholarships and Student Financial Aid.

Pub Date—79

Note—37p.

Pub Type—Tests/Questionnaires (160) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Administrative Organization, *College Administration, *Delivery Systems, Financial Aid Applicants, Higher Education, Institutional Role, Organizational Communication, *Program Administration, School Organization, Staff Role, State Universities, *Student Financial Aid, *Student Financial Aid Officers

Identifiers—*University of Delaware

Information on the Office of Scholarships and

Student Financial Aid of the University of Delaware is presented, based on a 1979-80 program review for the Council on Program Evaluation (COPE). The office's location in the University of Delaware's organization, sources of funding for the office, its major goals and purposes, and past and future directions of the office are identified. Additionally, the way that current and projected goals and purposes of the unit relate to the instructional, research, and service programs of the university is addressed. Six general functions of the financial aid office are outlined as follows: planning a program, communicating with the applicant, awarding the aid, reporting the activities of the aid program, evaluating the program, and keeping abreast of federal legislative and regulatory changes. Steps that occur in the student aid delivery system and the following parties who are typically involved in the delivery system are identified: the student, the high school guidance counselor, the centralized need analysis services, the federal and state governments, the commercial lending institutions, and the University of Delaware's Office of Financial Aid. Additionally, the financial aid office must perform numerous administrative, counseling, fiscal, and reporting procedures. Reporting and fiscal operations that have been developed to conform to the Basic Educational Opportunity Grant Program are outlined, and requirements for the Guaranteed Student Loan program are indicated. The relationship of the financial aid office to other university administrative units and its outside consulting, service, and other activities are considered. Information is also presented on personnel, evaluation activities of the office's functions, management of the office, and problem areas, and a program review questionnaire is included. (SW)

ED 207 382

HE 014 185

Wilkinson, Rosalyn, Ed.

Everything You Wanted to Know About Handicapped Students (And Were Not Afraid to Ask).

State Univ. of New York, Buffalo.

Pub Date—15 Jan 81

Note—18p.

Available from—State University of New York, Office of Services for the Handicapped, 149 Good-year Hall, Buffalo, NY 14214 (limited quantities available free).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Accessibility (for Disabled), *Access to Education, Audiovisual Aids, Blindness, *College Students, Deafness, *Disabilities, Educational Resources, Federal Legislation, Hearing Impairments, Higher Education, Legal Responsibility, Physical Disabilities, Physical Mobility, *Student Needs, Teaching Guides, *Teaching Methods, Visual Impairments

Identifiers—*Rehabilitation Act 1973 (Section 504), *State University of New York Coll at Buffalo

Information for faculty members of the State University of New York, Buffalo, is presented to provide assistance in making accommodations for the handicapped student in the academic courses and programs. The primary objective of the university is to eliminate competitive disadvantages for the handicapped. A summary statement and excerpts from Section 504 of the Rehabilitation Act of 1973 are presented to clarify the university's responsibilities. The university is not required nor encouraged to lower academic standards or alter degree requirements for the handicapped students. However, depending on the student's handicapping condition, the university may be required to: extend the time allowed for the handicapped student to earn a degree, or substitute one elective course for another; modify teaching methods and examinations to permit the handicapped student full participation in a degree program; and provide taped texts or other academic aids as may be necessary for the handicapped student if they are not available from other community rehabilitation resources. Teaching strategies for the faculty for the following conditions are examined: deaf and hearing impaired, the less visibly handicapped students, the blind and visually impaired, and the mobility and dexterity impaired students. Specialized academic aids that are available from the Office of Services for the Handicapped at the University are defined, and organizations that serve as resources at the campus, local community, and national levels are identified in terms of name, address, telephone number, and contact persons. (SW)

ED 207 383

HE 014 190

Scholarship Program: 1979-80 Report to Congress.

Report of the Secretary of Health and Human Services on the Administration of the National Health Service Corps Scholarship Program as Required by Section 751(i) of Title VII of the Public Health Service Act, as Amended, December 12, 1979.

Health Resources Administration (DHHS/PHS), Hyattsville, Md.

Report No.—DHHS-HRA-80-68

Pub Date—Oct 80

Note—435p.

Available from—U.S. Department of Health and Human Services, Public Health Service, Health Resources Administration, Bureau of Health Professions, Division of Health Professions Training Support, Hyattsville, MD 20782.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC18 Plus Postage.

Descriptors—*Allied Health Occupations Education, Comparative Analysis, Dentistry, Dentists, *Federal Aid, *Health Personnel, Health Services, Higher Education, Job Placement, Labor Needs, Osteopathy, Physicians, *Scholarships, Student Financial Aid

Identifiers—*National Health Service Corps

The status of the National Health Service Corps Scholarship Program is examined in this third annual report with cumulative data from inception of the program. The scholarship award includes the payment of a monthly stipend, tuition and fees, and other educational expenses in a federal program of service-conditional awards for students of allopathic and osteopathic medicine, dentistry, and other health professions. In return for each year of award, scholarship recipients must agree to serve one year providing clinical health care services in designated health manpower shortage areas of the United States. Appropriations for the 1979-80 academic year (fiscal year 1979) were \$75 million, a \$15 million increase over the previous year, with 7,399 applicants. Appropriations for the seven award cycles from the 1973-74 academic year totaled \$245.5 million. Awards for the 1979-80 academic year totaled 6,408, with 2,379 awards made to new recipients and 4,029 to former recipients. For the seven award cycles of the program, 22,670 awards have been made to 11,446 students. By the end of fiscal year 1979, 238 scholarship recipients had fulfilled their service obligation; 189 were physicians and 49 were dentists. During the 1979 fiscal year, 605 scholarship participants entered obligated service. Scholarship participants (8,910) still in training are expected to enter service obligations during the fiscal years 1980 through 1986. The service obligations of all recipients since the program began totals over 22,000 person-years. (CC)

ED 207 384

HE 014 197

The Shrinking Maze. Report of the University of Calgary Program Review Committee.

Calgary Univ. (Alberta).

Report No.—ISBN-0-88953-012-2

Pub Date—Oct 80

Note—303p.

Available from—The Bookstore, The University of Calgary, 2500 University Drive N.W., Calgary, Alberta, Canada T2N 1N4 (\$5.00).

Pub Type—Reports - Research (143) — Reports - Evaluative (142)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Budgeting, College Administration, *College Role, *Educational Assessment, *Futures (of Society), Higher Education, *Long Range Planning, *Needs Assessment, Program Evaluation, *Resource Allocation, *Self Evaluation (Groups), Trend Analysis

Identifiers—*University of Calgary (Canada)

In an attempt to analyze the current status of the University of Calgary, a Review Committee was formed, comprised of eight academics of diverse rank drawn from various faculties. Presented is the report of the committee. Chapter I, "The University in Context," examines universities in Canada with detailed emphasis on the Alberta context, including objectives, realities, resources, and opportunities. Chapter II, "The University of Calgary: Planning and Management," examines academic planning, preliminary assessment of faculty/support unit plans, position control policy, review of new program and other academic development proposals, internal reallocation of resources, evaluation of programs and academic units, evaluation of support services, quantitative measures in the budget process, and university information systems. Chapter

III, "The Faculties," offers general comments on such areas as education, engineering, fine arts, graduate studies, law, medicine, and science. Faculty, students, teaching, physical resources, and academic support are discussed in "People and Resources." Chapter V, "A Decade for Development of Excellence," examines future trends and strategies. Recommendations were numerous and included suggestions such as: the university should establish a permanent Institutional Policy and Priorities Committee; reaffirmation must be made of the concepts of intellectual and pedagogical autonomy; and the Budget Committee must give serious consideration to providing an adequate financial basis for continued growth in existing programs and development of new programs. The appendix contains the names of committee members. Tables and figures are provided. (LC)

ED 207 385 HE 014 203

Hodgkinson, Harold L.

Beyond Productivity to Quality.

Spons Agency—Carnegie Corp. of New York, N.Y. Pub Date—Mar 81

Note—9p. Paper presented at the Annual Meeting of the American Association for Higher Education (Washington, DC, March 1981).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Change Strategies, College Faculty, College Role, College Students, Educational Benefits, Educational Improvement, Educational Objectives, Educational Quality, Higher Education, Incentives, Productivity, Quality Control, Quality of Life, Standards

The current, popular time-and-motion approach to faculty productivity suggests an antiquated strategy not currently in use in business and industry. Higher education needs to develop an idea of productivity that focuses on quality of product, not quantity. The institution must have a commitment to the physical, emotional, and intellectual well-being of each worker, its investment in human resources; in this arena, higher education and business already have much in common. Several key questions higher education needs to ask of itself include: Does it serve national needs by getting into higher education the people who can benefit most from it, and encourage completion of programs and continuing education to receive good return on its investment? Can we use resources effectively without overtaxing them? What incentives are offered at all levels for improvement of performance, diversity, cooperation? Have students become autonomous learners? Are faculty and administrators working together in areas that will clearly benefit the institution? Have graduates increased their ability to contribute to and benefit from society? Are faculty organized in a way that allows them to do the things at which they excel? Is the quality of campus life such that students and faculty will stay? The value-added approach must be taken to higher education programs, and by extension of this philosophy, no one should be taught what he already knows. Standards must change in higher education before other sectors, like the legislatures, decide to perform that task for academe. (MSE)

ED 207 386 HE 014 206

Syverson, Peter D.

Doctorate Recipients from United States Universities. Summary Report 1980.

National Academy of Sciences—National Research Council, Washington, D.C. Commission on Human Resources.

Spons Agency—Department of Education, Washington, D.C.; National Endowment for the Humanities (NEAH), Washington, D.C.; National Institutes of Health (DHHS), Bethesda, Md.; National Science Foundation, Washington, D.C.

Pub Date—81

Contract—SRS-7917001

Note—46p. Not available in paper copy due to small print.

Available from—National Academy Press, 2100 Constitution Ave. NW, Washington, DC 20418.

Pub Type—Reports—Research (143) — Numerical/Quantitative Data (110)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Doctoral Degrees, Employment Patterns, Females, Foreign Nationals, Graduate Study, Higher Education, Intellectual Disciplines, Majors (Students), Males, Marital Status,

National Surveys, Occupational Aspiration, Place of Residence, Questionnaires, Racial Distribution, Specialization, Student Characteristics, Student Educational Objectives, Student Financial Aid

A brief summary of data, in tables with some narrative, from the Survey of Earned Doctorates during fiscal year 1980 is presented. Both research and applied research doctorates with these degree designations are included: DAS, DArch, DA, DBA, JCD, DCJ, DCrim, EdD, DEng, DESc, ScDE, DEnv, DED, DFA, DF, DGS, DHS (Health and Safety), DHS (Hebrew Studies), DHL, DIT, SDJ, JSD, DLS, DMin or DM (Ministry), DM (Music), DMA, DME, DML, DNSc, PhD, DPE, DPA, DPH, DRec, or DR, DRE, DSM, STD, DSc, DScH, DScD, LScD, DScVM, DSSc, DSW, and ThD; some other are excluded. The five basic tables and one sub-table present: (1) the number of doctorate recipients by sex and subfield; (1a) recipients by citizenship, racial/ethnic group, and subfield; (2) statistical profile by sex and doctorate field (including such characteristics as marital status, bachelor's and master's degrees and fields, time lapse, study and employment plans, and employment region and activity); (3) percentage of recipients by sources of support in graduate school, by sex, and summary field; and (5) statistical profile by racial or ethnic groups and U.S. citizenship status. The survey questionnaire and a specialties list are appended. (MSE)

ED 207 387 HE 014 210

Evans, Robert A. And Others

Case Studies in Higher Education Ministries.

National Inst. for Campus Ministries, Lafayette, Ind.

Pub Date—80

Note—45p.

Available from—National Institute for Campus Ministries, 885 Centre St., Newton Centre, MA 02159.

Pub Type—Reports—Descriptive (141) — Collected Works—General (020)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Case Studies, Clergy, Conflict Resolution, Faculty College Relationship, Foreign Students, Higher Education, Religion, Student College Relationship

Identifiers—Iranians

A look at the case method of studying higher education ministries begins with an essay on the use of the method and is followed by three case studies. In the introductory essay, Robert A. Evans discusses the advantages of the method: that it represents slices of real life and not imagined illustrations of issues, that it can focus on specific issues that require examination, and that it can facilitate progress toward three goals of instruction: wisdom, maturity, and discernment. Hints for teaching and learning the case are given including the instructor role, preparation for discussion, and teaching tools. The first case study presented, by Douglas H. Gregg, examines the campus ministry's role in helping a new and controversial faculty member deal with a difficult academic issue. The second case study, described by Alice Frazer Evans, looks at the role of a woman pastor in dealing with the problems of Iranian students on the campus shortly after the 1979 taking of American hostages in Iran. The final case study, also by Alice Frazer Evans, focuses on the issue of student desire for opportunities for worship at a state college. In each case study, ideas are presented for the uses of the case and areas for possible discussion. (MSE)

ED 207 388 HE 014 213

Jons, Tom

Study of Student Housing Needs and Availability in Public Institutions of Higher Education.

Washington State Council for Postsecondary Education, Olympia.

Report No.—CPE-81-13

Pub Date—Apr 81

Note—59p.

Available from—State of Washington, Council for Postsecondary Education, 908 E. 5th Avenue, Olympia, WA 98504.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Access to Education, College Housing, College Students, Comparative Analysis, Educational Finance, Financial Policy, Higher Education, Public Policy, School Surveys, State Aid, State Universities, Statewide Planning, Statistical Data, Student Attitudes, Student Costs,

Student Financial Aid

Identifiers—Washington

Institutionally owned and/or operated student housing at six public four-year universities and colleges in the State of Washington was surveyed, and recommendations regarding statewide policy were offered. Findings include the following: student housing at state four-year institutions are to be revenue-financed from rent and other user-derived income; student housing costs that may impair an individual student's access to higher education is best subsidized through additional funding of student financial aid; an alternative type of state subsidy of student housing costs is full state funding of the resident student activities and advisory services portion of the student services formula; new institutional housing bond issues backed by state general obligation coverage could realize a significant savings in interest costs; and the basic policy of the state is that student housing is primarily a matter for individual institutional governance. Recommendations include the following: additional funding for financial aid can best help students whose access to higher education is impaired by highly inflated housing costs; the feasibility and potential financial savings from extending the use of state general obligation tax coverage to new and existing institutional housing and food service revenue bonds should be further studied; and the state should be further studied; and the state should not provide direct subsidy to institutions in order to fund construction of new housing facilities or through the student services formula for institutional housing administration. The appended study report, which was produced under contract by MIRA, Inc., includes information concerning current and future supply and projected demand for student housing. Additionally, a letter from the Washington Association of University Students criticizing the study is appended. (SW)

ED 207 389 HE 014 221

Bryson, Charles H. And Others

Public Image of the University: Perceptions of High School Counselors. Institutional Research Report No. 81-19.

Georgia State Univ., Atlanta. Office of Institutional Planning.

Pub Date—May 81

Note—56p. Not available in paper copy due to small print of original document.

Pub Type—Reports—Research (143) — Tests/Questionnaires (160)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—College Bound Students, College School Cooperation, Counselor Attitudes, Educational Counseling, Followup Studies, Higher Education, Information Dissemination, Post High School Guidance, Questionnaires, School Counselors, State Universities

Identifiers—Georgia State University

A 1977 survey of high school counselors was replicated in 1981 at Georgia State University to determine how counselor opinions, experiences, and evaluation had changed. Responses from 277 high school counselors over the state indicated the following: all respondents in the metropolitan Atlanta area had recently received information about Georgia State University; of the metropolitan Atlanta group, 71 percent had been contacted personally by university personnel; most of the respondents wanted to receive, on a regular basis, the general catalog, as well as more university information about financial aid/scholarships, application/admissions procedures, and academic program descriptions; many respondents voiced their needs for on-campus workshops for high school counselors; Georgia State University was the college most frequently recommended by high school counselors in the metropolitan Atlanta area; The University of Georgia, Georgia State University, and Georgia Southern College were the colleges most frequently recommended by the high school counselors throughout the state; the counselors rated business and management programs as the most popular with undergraduate students; health professions, education, and psychology also received high ratings; academic excellence was rated higher than any other factor by counselors in the metropolitan Atlanta area; reputations of the library and the faculty were also rated highly; and poorest ratings were given to parking and athletic programs. Several study implications are related to transportation, facilities, and counselor relations programs. A sample questionnaire, comparative survey data, and respondent comments are appended. (SW)

ED 207 390 HE 014 222

Mingle, James R. Norris, Donald M.
Colleges Respond to Decline: Resistance versus
Application. Issues in Higher Education, No. 17.
Southern Regional Education Board, Atlanta, Ga.
Report No.—SREB-81-17
Pub Date—81
Note—9p.

Available from—Southern Regional Education
Board, 130 Sixth Street, NW, Atlanta, GA 30313.
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Budgeting, Change Strategies, *College
Administration, College Faculty, College
Planning, College Students, *Declining Enrollment,
Evaluation Criteria, *Financial Policy, Financial
Problems, Higher Education, Program Costs,
*Resource Allocation, *Retrenchment,
*School Holding Power

Identifiers—Program Discontinuance

Experiences of the 1970s and prospects for the
1980s of colleges that had undergone enrollment
decline and/or financial cutbacks were surveyed,
based on visits to 20 colleges and universities in 11
states in the Northeast, Midwest, and South. Some
of the strategies to resist and overcome decline have
potential for success in a wide range of institutions,
and the following approaches are generally low-cost
and easily implemented: retention programs that
deal with marginal students through special counseling
and remedial programs and those that deal
with students who may be dropping out for other
than academic reasons; improving student life and
campus climate; tightening standards and attracting
bright students; and attracting new sources of revenue.
While the decade of the 1970s was predominantly
one of resistance to enrollment decline,
institutional leaders in the future increasingly will
need to seek ways to adapt their organizational
structures to a smaller scale of operations. Adapting
successfully calls for careful planning in anticipation
of decline, defining institutional mission, developing
cost studies, and monitoring tenure levels. A
sophisticated array of planning tools is needed to
adapt successfully to decline: they must be applied
to a process of internal reallocation of resources or
contraction in absolute size and scope. A commitment
and consensus from the faculty is important in
initiating major reallocations or cutbacks. Reassessment
efforts also involve developing review criteria.
Adjusting to a smaller scale of operations involves
adjusting staffing practices, consolidating administrative
structure, eliminating academic programs,
and limiting course offerings of existing programs.
The responses of specific colleges and universities
are briefly described. (SW)

ED 207 391 HE 014 228

Felkenes, George T.

The Criminal Justice Doctorate: A Study of Doctoral
Programs in the United States.

Joint Commission on Criminology and Criminal
Justice Education and Standards, Chicago, Ill.
Spons Agency—Law Enforcement Assistance Administration
(Dept. of Justice), Washington, D.C.

Pub Date—June 80
Grant—LEAA-79CD-AX-0001
Note—46p.; For related documents, see HE 014
229-235. Funded by the Office of Criminal Justice
Education and Training.

Available from—Joint Commission on Criminology
and Criminal Justice Education and Standards,
University of Illinois, Box 4348, Chicago, IL
60680.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available
from EDRS.

Descriptors—*Criminology, *Doctoral Programs,
Education Work Relationship, *Employment Experience,
Employment Patterns, Enrollment Influences,
Followup Studies, Graduate Surveys,
Higher Education, Income, *Law Enforcement,
Occupational Surveys, Teaching (Occupation),
*Work Attitudes

Identifiers—*Criminal Justice, Florida State University,
Michigan State University, Sam Houston State University TX,
State University of New York Albany, University of California Berkeley,
University of Maryland

Graduates of six institutions were surveyed in an
effort to develop a profile of doctoral graduates from
institutions that have traditionally offered doctoral
programs oriented specifically toward the field of
criminal justice. A second research objective was to
develop an understanding of the attitudes, frustrations,
and utilization patterns of this population.

The following six institutions participated: University
of California, Berkeley; Sam Houston State University;
State University of New York, Albany; Michigan State University; Florida State University;
and University of Maryland. A total of 95
completed, usable questionnaires out of 175 possible
responses were returned. The majority of graduates
(70.5 percent) were employed in the field of
education. Of the remainder, 11.6 percent were
classified as criminal justice practitioners, those employed
by a law enforcement, court, or correctional agency.
The most frequent means by which graduates became
aware of their present employment positions was through
personal contacts in the field (55.3 percent). With
regard to self-reported areas of expertise, research,
corrections, and education were the most frequently
reported areas, while security and policy-community
relations were the least frequently reported. Information
is presented on income of graduates and past criminal
justice experience. The opportunity to use their abilities
and knowledge were the highest ranked working
conditions. The most frequently mentioned motivators
for pursuing their doctorate in criminal justice were
subject interest, teaching and research in the university,
and job advancement. (SW)

ED 207 392 HE 014 229

DeZee, Matthew R.

The Productivity of Criminology and Criminal
Justice Faculty.

Joint Commission on Criminology and Criminal
Justice Education and Standards, Chicago, Ill.
Spons Agency—Law Enforcement Assistance Administration
(Dept. of Justice), Washington, D.C.

Pub Date—June 80
Grant—LEAA-79CD-AX-0001

Note—37p.; For related documents, see HE 014
228-235. Funded by the Office of Criminal Justice
Education and Training.

Available from—Joint Commission on Criminology
and Criminal Justice Education and Standards,
University of Illinois, Box 4348, Chicago, IL
60680.

Pub Type—Reports - Research (143) —
Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available
from EDRS.

Descriptors—*College Faculty, *Criminology,
*Departments, Graduate Study, Higher Education,
Institutional Characteristics, *Productivity,
Professional Associations, Professional Recognition,
Rating Scales, Recognition (Achievement),
*Reputation, *Scholarly Journals, Scholarship,
Status, Textbook Content

Identifiers—*Faculty Publishing

The scholarly productivity of criminology and
criminal justice faculty and programs was investigated.
The methodologies that were used to rate
journals that publish articles in the criminology/
criminal justice field and to select 71 schools with
graduate programs in criminology or criminal justice
are described. Primary interest focused on identifying
the prestige levels of the different departments and
the variables contributing to their status. Faculty
publication productivity appears to be a strong predictor
of the prestige of the schools in accounting for over 46
percent of the variation in the prestige levels. Prestige
rankings of schools are presented that include a
breakdown by membership in the American Society of
Criminology and the Academy of Criminal Justice
Sciences. After the journals were ranked, a systematic
examination of each journal for the calendar years
1970-78 was conducted to account for the number of
articles and research notes authored by faculty from
the selected departments. A citation count from five
basic introductory texts in criminology/criminal justice
was undertaken to address the issue of worth or impact
of the scholarship produced by faculty. An important
finding is the occurrence of what seems to be an elite
core of schools. These schools consistently maintain the
top positions throughout the various measures employed.
A set of bivariate intercorrelations indicate a strong
relationship between prestige and productivity. Scales
used in rating schools and the quality and consistency
of journals and a bibliography are appended. (SW)

ED 207 393 HE 014 230

Zalman, Marvin

A Heuristic Model of Criminology and Criminal
Justice.

Joint Commission on Criminology and Criminal
Justice Education and Standards, Chicago, Ill.
Spons Agency—Law Enforcement Assistance Administration
(Dept. of Justice), Washington, D.C.

Pub Date—Feb 81

Grant—LEAA-79CD-AX-0001

Note—61p.; For related documents, see HE 014
228-235. Funded by the Office of Criminal Justice
Education and Training.

Available from—Joint Commission on Criminology
and Criminal Justice Education and Standards,
University of Illinois, Box 4348, Chicago, IL
60680.

Pub Type—Information Analyses (070) — Opinion
Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available
from EDRS.

Descriptors—Classification, Comparative Analysis,
*Criminology, Higher Education, *Human Services,
*Intellectual Disciplines, *Law Enforcement,
Legal Education, *Professional Education,
*Specialization

Identifiers—*Criminal Justice, Heuristic Models

The differences between criminology and criminal
justice are assessed by comparing them to a more
abstract typology. This typology is comprised of
four basic elements: the focal concerns of the
fields; career patterns of professionals; the extent to
which the fields are theoretically based and are
disciplines, sciences, and professions; and the relationship
of the two fields to legal studies. The primary
focus of criminology is the study and explanation of
crime as a social phenomenon while the focus of
criminal justice studies is on the agencies designed
to deal with crime. A major dividing line between
criminology and criminal justice is the work orientations
of each field: most criminologists are university-
based teachers and researchers, while criminal
justice is a field of practice. Various disciplines,
sciences, and fields of study that comprise
criminology and criminal justice are identified. It is
suggested that the tone of criminology education is
more discipline-oriented, although it is becoming
less dominated by sociology, while criminal justice
teaching is more oriented to a field of practice that
is large and diverse. Criminal justice has some of the
characteristics of professional education and is
inherently multidisciplinary. However, certain common
themes run through criminal justice teaching,
research, and scholarship, including concerns for
law, administration, politics, and a strong policy
orientation based heavily on systems and program
analysis but also incorporating legal reforms. It is
suggested that many criminologists and criminal
justice academicians are social scientists; however,
as institutions neither criminology nor criminal justice
is a science or a discipline. A bibliography is
appended. (SW)

ED 207 394 HE 014 231

Conrad, John P. Myren, Richard A.

Two Views of Criminology and Criminal Justice:
Definitions, Trends, and the Future.

Joint Commission on Criminology and Criminal
Justice Education and Standards, Chicago, Ill.

Spons Agency—Law Enforcement Assistance Administration
(Dept. of Justice), Washington, D.C.

Pub Date—Sep 79

Grant—LEAA-79CD-AX-0001

Note—38p.; For related documents, see HE 014
228-235. Funded by the Office of Criminal Justice
Education and Training.

Available from—Joint Commission on Criminology
and Criminal Justice Education and Standards,
University of Illinois, Box 4348, Chicago, IL
60680.

Pub Type—Information Analyses (070) — Opinion
Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available
from EDRS.

Descriptors—*Academic Education, Comparative
Analysis, *Criminology, Educational Trends,
Higher Education, Human Services, *Intellectual
Disciplines, *Law Enforcement, *Professional
Education, Sociology, Specialization, Staff Role

Identifiers—*Criminal Justice

The question of whether criminology and criminal
justice are distinct fields is addressed in two papers.
Differences between criminology and criminal justice
are delineated by emphasizing formal definitions
of the field(s), occupational roles, contemporary
educational trends, and future development.

opment. According to John P. Conrad, criminology is the application of the scientific method to explain the interactions of law-making, law-breaking, and the reactions of society to these processes. Criminology recently has shown leanings to the field of sociology and also has drawn upon the theories and methodologies of all social and some biological sciences. In contrast, criminal justice has applied criminological research findings. Education in criminology is expected to lead to research and teaching roles. Criminal justice practitioners need to have knowledge of criminology; however, criminal justice is characterized by the need to understand how the system works, how the criminal law affects that system, and how the system should be administered. This may be done in the university, but would be done better in a professional school. Richard Myren sees distinctions between criminology and criminal justice also. It is suggested that criminal justice is an extension of criminology and is more comprehensive, and that a new field will emerge that will transcend both the old criminology and criminal justice. The tensions that exist between practitioners and academics are discussed. It is proposed that professional schools of justice should develop with a blending of the theoretical and applied elements of criminology and criminal justice. The result would be a new discipline and a new profession based upon studies of justice. (SW)

ED 207 395 HE 014 232

Culbertson, Robert G. Carr, Adam F.

Syllabus Design and Construction in Criminal Justice Education.

Joint Commission on Criminology and Criminal Justice Education and Standards, Chicago, Ill. Spons Agency—Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C. Pub Date—Jan 81

Grant—LEAA-79CD-AX-0001

Note—88p.; For related documents, see HE 014 228-235. Funded by the Office of Criminal Justice Education and Training.

Available from—Joint Commission on Criminology and Criminal Justice Education and Standards, University of Illinois, Box 4348, Chicago, IL 60680.

Pub Type—Reports - Descriptive (141) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Core Curriculum, Correctional Rehabilitation, Course Content, Criminal Law, *Criminology, *Curriculum Design, *Curriculum Evaluation, Delinquency, Educational Objectives, Higher Education, Juvenile Courts, *Law Enforcement, *Police Education, Research Methodology, Textbooks, Undergraduate Study, Upper Division Colleges

Identifiers—Course Selection, *Criminal Justice

Undergraduate course syllabi on law enforcement, courts-law, corrections, and general criminal justice-criminology were assessed, based on 759 usable submissions from 193 junior, community, and senior colleges and universities. Based on the analysis, a set of syllabi to represent the core of a criminal justice curriculum was constructed. Course titles, descriptions, and topical outlines were examined, and each syllabus was coded for a presence of 27 items that might be expected to be found in course syllabi. Course offerings at two-year colleges covered a narrower range of content than offerings at four-year colleges and universities. Among the 759 syllabi analyzed, 138 different course titles were identified. Courses selected for inclusion in the core curriculum were based on the frequency of occurrence among the syllabi received. The top 14 ranked courses were selected as the core. Criminalistics, investigation, and police courses make up nearly one-third of those listed. Syllabus models were constructed for the 14 courses in the combined two-year and four-year core, plus two additional courses. Syllabi were constructed from five syllabus components: course description, rationale, goals and objectives, conceptual outline, and texts. The following syllabi are presented: administration of justice, correctional process, criminal investigation, criminal law, criminalistics, criminology, evidence, introduction to corrections, introduction to criminal justice, introduction to law enforcement, juvenile delinquency, juvenile procedure, police administration, police community relations, police organization and management, and research methods. (SW)

ED 207 396

Regoli, Robert M. *Miracle, Andrew W., Jr.*
Professionalism Among Criminal Justice Educators.

Joint Commission on Criminology and Criminal Justice Education and Standards, Chicago, Ill. Spons Agency—Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C. Pub Date—Mar 80

Grant—LEAA-79CD-AX-0001

Note—43p.; For related documents, see HE 014 228-235. Funded by the Office of Criminal Justice Education and Training.

Available from—Joint Commission on Criminology and Criminal Justice Education and Standards, University of Illinois, Box 4248, Chicago, IL 60680.

Pub Type—Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*College Faculty, *Criminology, Higher Education, Individual Development, Law Enforcement, *Productivity, Professional Associations, *Professional Personnel, Researchers, *Scholarly Journals, Scholarship, Self Evaluation (Individuals), Teacher Attitudes, Teacher Motivation

Identifiers—Criminal Justice, *Professionalism

Professionalism and its relationship to scholarly productivity was studied. Specific areas of analysis were the degree of professionalism of criminal justice educators, rankings of a series of selected publications, and the relationship between professionalism level and journal productivity. Data were derived from responses by 1,028 of 1,274 criminal justice educators who were mailed a 69-item questionnaire. All respondents were currently involved in teaching and/or research positions in the United States. Using a modified form of Hall's Professionalism Scale, the degree of professionalism was rated for the following subscales: use of the professional organization as a major referent, belief in public service, autonomy, belief in self-regulation, and sense of calling to the field. A journal publication scale was developed to assess the respondents' journal productivity, taking into account both frequency of publishing and quality of publication. Journal weights (means and standard deviations) were calculated for each of the selected publications, and then weights were calculated separately for members of two professional organizations. The findings revealed that the criminal justice occupation lies in the upper-middle quadrant on the professions continuum (based on professionalism level scores). Extensive variation was found among the rankings of the selected criminal justice publications, and the relationship between professionalism level and journal productivity was negligible. The survey questionnaire and Hall's modified Professionalism Scale are appended. (SW)

ED 207 397

Morn, Frank T.

Academic Disciplines and Debates: An Essay on Criminal Justice and Criminology as Professions in Higher Education.

Joint Commission on Criminology and Criminal Justice Education and Standards, Chicago, Ill. Spons Agency—Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C. Pub Date—Apr 80

Grant—LEAA-79CD-AX-0001

Note—30p.; For related documents, see HE 014 228-235. Funded by the Office of Criminal Justice Education and Training.

Available from—Joint Commission on Criminology and Criminal Justice Education and Standards, University of Illinois, Box 4348, Chicago, IL 60680.

Pub Type—Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Education, Crime, *Criminology, Educational Development, *Educational History, Higher Education, *Human Services, Intellectual Disciplines, *Law Enforcement, Political Influences, *Professional Education, Social Work, *Sociology, Specialization

Identifiers—*Criminal Justice

Current developments concerning criminology and criminal justice education are viewed historically and placed within a broader perspective of academic professionalization, and a few of the debates going on within and between the two fields are

HE 014 233

considered. Some early sociologists made considerable claim to studies of crime, and criminology and sociology grew abreast in the formative days in the United States. Throughout the 1950s and early 1960s, academic or sociological criminology concerned itself with topics and research that seemed less relevant to the applied criminologist. Academic criminology became more sociological while applied criminology became more administrative. Criminal justice university programs increasingly grew by the middle 1960s because of federal monies from the Law Enforcement Assistance Administration. The development of the fields of criminology and criminal justice in the 1970s have added some vagueness and confusion. Numerous criminal justice programs, for example, are practical and vocation oriented; on the other hand, many are very academic and multidisciplinary. Criminology, though certainly less vocational, has been sociological; yet other academics, such as psychologists, and political scientists and lawyers, have claimed to be criminologists. It is suggested that the fields of criminology and criminal justice need some self-evaluation and self-definition. A movement in the 1970s to make criminology a policy science and the link between criminal justice education and the community college movement are considered. The professionalization of social work is traced to enlighten some of the debates between criminology and criminal justice. (SW)

ED 207 398

Simpson, Antony E.

Accreditation and Its Significance for Programs of Higher Education in Criminology and Criminal Justice: A Review of the Literature.

Joint Commission on Criminology and Criminal Justice Education and Standards, Chicago, Ill. Spons Agency—Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C. Pub Date—Mar 79

Grant—LEAA-78CD-AX-0001

Note—88p.; For related documents, see HE 014 228-234. Funded by the Office of Criminal Justice Education and Training.

Available from—Joint Commission on Criminology and Criminal Justice Education and Standards, University of Illinois, Box 4248, Chicago, IL 60680.

Pub Type—Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Standards, *Accreditation (Institutions), Accrediting Agencies, *Criminology, *Curriculum Design, Curriculum Evaluation, *Educational Objectives, Higher Education, *Law Enforcement, Legal Education, Police Education, Professional Education, Public Administration, Undergraduate Study

Identifiers—*Criminal Justice

The development of minimum standards in higher education through the evolution of accreditation in specialized disciplines, and standard setting in criminology and criminal justice education are examined. The very different experiences with the concept of accreditation encountered in the fields of public administration and law are considered. Law is an established profession that achieved a mechanism of specialized accreditation largely controlled by an organization of practitioners, while public administration is a somewhat diverse field in which attempts are still being made to achieve accreditation standards administered and controlled by professional schools. Developments of immediate concern to the constituency of the Joint Commission on Criminology and Criminal Justice Education and Standards are addressed. The growth of criminology and criminal justice in an academic setting and the major problem areas directly related to the questions of evaluation and accreditation in these fields are considered. The literature indicates that there are strong differences of opinion on questions concerning the fundamental direction higher education in this area should take. Academic are even divided in their opinions of what general objectives educational programs should attempt to address: the needs of the present or future criminal justice administrator, the policy-maker, the researcher, the academic, or the line officer? It is suggested that evaluation efforts depend on decision-making concerning the preferred curriculum/curricula, and that problems regarding criminal justice education stem from the broad spectrum of programs covered. A bibliography is appended. (SW)

ED 207 399 HE 014 237

Higher Education for the 1980s. Challenges and Responses. Report of the Hiroshima International Seminar on Higher Education (2nd, Hiroshima, Japan, January 29-31, 1980).

Hiroshima Univ. (Japan). Research Inst. for Higher Education.

Pub Date—Sep 80

Note—192p.

Available from—Research Institute for Higher Education, Hiroshima University, Hiroshima, Japan.

Pub Type—Collected Works - Serials (022)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Comparative Education, Developing Nations, Educational Change, *Educational Trends, *Futures (of Society), *Higher Education, Innovation, *International Education, National Programs, *Social Change, Values

Identifiers—Europe (West), Indonesia, Japan, Korea, West Germany

The challenges of social change, values crises, societal needs for higher education, the internal dynamics of higher educational systems, and future reforms in higher education were discussed at the Second Hiroshima International Seminar on Higher Education. Topics discussed include: Higher Education in an Age of Internationalization (Michio Nagai); The Clash of National Interests in Higher Education (Burton Clark); In Search for a System of Postsecondary Education (Kazuyuki Kitamura); The Outlook for Higher Education in the Next Two Decades (Howard Bowen); Paradise Regained? A Policy for Higher Education in the 1980s (Harold Perkin); Stability and Change in Japanese Higher Education (Ikao Amano); Universities: The Last 20 Years and the 10 Years to Come (Soichi Iijima); Higher Education Reform Innovation and Experiment: Prospects for the 1980s (Alexander Astin); Japanese Higher Education for the 1980s: Continuity and Change (Tetsuya Kobayashi); Higher Education for the 1980s: Challenges and Responses (Robert McCaig); Coping with the Crisis: Revitalizing Higher Education (T. J. Pempel); Higher Education in the 1980s: A Third World Point of View (V. Selvaratnam); Issues of Higher Education in the 1980s: The Case of Korea (Jongchol Kim); Higher Education in the 1980s: The Case of West Germany (Ulrich Teichler); Notes on Higher Education in Indonesia (William K. Cummings); and Higher Education in the 1980s: Some Key Issues in Western European Countries (Dorothea Furth). (CC)

ED 207 400 HE 014 239

Wood, Stayton A.

A Resource Manual for Designing Training Programs.

Association of Coll. Unions-International, Stanford, Calif.

Pub Date—81

Note—336p.

Available from—Association of College Unions-International, Box 7286, Stanford, CA 94305 (\$45.00).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Fraternities, Higher Education, *Leadership Training, Resident Assistants, Sororities, *Staff Development, Student College Relationship, Student Government, Student Leadership, *Student Organizations, *Student Unions, *Training Methods

Identifiers—*Student Activity Directors, Training Materials

Since training is an integral and intrinsic component of the college union program and operation, this manual is designed for use by college union and student activities programmers. A section on the training concept and design gives a brief introduction then discusses an approach to planning a training program, seminar planning and development, and a seminar model for training in college union programming. The training process is discussed in terms of: introducing the training experience, development of a philosophy, goal development, program development, group development, staff/career development, training program development, and ending the training experience. A section on resources and readings is also provided. Appendices include: plan of action for training, needs assessment instruments, sample budget for training program, training program announcement letters, workshop design format, sample training program schedules, sample training program timelines, seminar evaluation instrument, suggested supply list for training programs, and a strategy for

small group composition. (LC)

ED 207 401 HE 014 261

A Comprehensive National Plan for New Initiatives in Home Economics Research, Extension, and Higher Education.

Science and Education Administration (DOA), Hyattsville, Md.

Report No.—USDA-SEA-1405

Pub Date—Jan 81

Note—252p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 10402.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Cooperative Planning, Economic Status, Educational Objectives, Energy, Environment, *Extension Agents, Extension Education, *Family Life, Family Status, Federal Government, Food, Health Needs, Higher Education, *Home Economics, *Nutrition, Program Development, *Public Policy, *Research Needs, Social Environment

New initiatives in home economics research, extension, and higher education are proposed in order to influence national goals for family well-being measurably within five to ten years. The proposals are for work to be conducted cooperatively by the U.S. Department of Agriculture, the land-grant colleges and universities, cooperative extension services, and other cooperating institutions with programs in the food and agricultural sciences. Proposed initiatives with specific focus groups are organized under four thrusts: family economic stability and security, energy and environment; food, nutrition, and health; and family strengths and social environment. An implementation plan was developed for each initiative, with suggested performers, integration of research, extension, and higher education activities, and two-, five-, and ten-year targets for the proposed plan. The plan rests on three premises: home economics, human nutrition, and family living form an integral part of food and agriculture; priority needs of the clientele are known; and federal leadership and support are vital to a strong research and education program. The program purpose of each new initiative and the proposed clientele are based on analysis and recommendations of earlier studies and the assessment and review by users, scientists, educators, and administrators. Background information for each thrust is presented, which includes: present national situation, assumptions on which proposed initiatives were based, and implications for new program initiatives. Current programs related to proposed initiatives are described, and the process of developing the new initiatives is outlined. (SW)

ED 207 402 HE 014 273

Saunders, J. A. Lancaster, G. A.

The Student-Selection Process: A Model of Student Courses in Higher Education.

Pub Date—[80]

Note—28p.; Not available in paper copy due to marginal legibility of original document.

Pub Type—Reports - Research (143) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—College Attendance, *College Choice, College Students, Courses, *Educational Demand, Education Work Relationship, *Enrollment Influences, Foreign Countries, Higher Education, *Majors (Students), Marketing, Models, Occupational Aspiration, Public Relations, Rewards, Selection, Student Attitudes, *Student Educational Objectives, Student Motivation, *Student Recruitment

Identifiers—*Course Selection, Huddersfield Polytechnic (England)

Factors that affect college students' choice of studies and implications for colleges and universities that are competing for the declining numbers of students were assessed. A student-selection process model, derived from the innovation-decision model, provides some insights into the choice process and indicates the likely limitations of the promotional effort of colleges. The model also indicates that benefit segmentation may be a useful way of analyzing student demand. To test the feasibility of using benefit segmentation, attitudinal data relating to choice of studies at Huddersfield Polytechnic were used. Students rated the importance of the following criteria to selection of studies: career prospects, prestige value, ease of entry, interest, advice of parent

or teacher, desire to leave home environment, to give more time to decide upon future career, intellectual level of the field, financial gain upon completion of studies, location of college, social acceptability on completion of studies, and familiarity with subject area. Four distinct benefit segments were identified: familiar interest-oriented, escapist, career-oriented, and security-oriented. Using the student-selection process model and the student-benefit segments, proposals were made concerning how courses and colleges should direct their publicity efforts. It is suggested that departments across colleges should cooperate to generate demand for their subjects and that colleges need to concentrate on image building. The way that the student-selection process allows colleges to use deception to make short-term gains in student demand is described. It is claimed that such practices are likely to prove damaging in the long term. (SW)

ED 207 403 HE 014 279

Baker, Michael E. Meganathan, Ami

Why They Didn't Apply.

Carnegie-Mellon Univ., Pittsburgh, Pa.

Pub Date—25 Jun 79

Note—20p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Admission, *College Applicants, *College Bound Students, *College Choice, Comparative Analysis, Competition, *Enrollment Influences, Higher Education, *High School Graduates, Institutional Research, Student Attitudes, Student Characteristics, *Student Recruitment

Identifiers—*Carnegie Mellon University PA

Prospective students who received application materials for Carnegie-Mellon University (CMU), Pennsylvania, in 1976 and 1978 but did not apply for admission were surveyed to determine student background factors or attitudes that may have influenced their choice of colleges to which they applied. Findings include the following: nonapplicants applied to and planned to attend schools also liked by CMU admitted students; nonapplicants applied to about one fewer colleges than CMU admitted students; and nonapplicants had high Scholastic Aptitude Test scores like CMU admittees elsewhere. Nonapplicants may have opinions similar to admitted students about the strengths and weaknesses of an institution but may have different attitudes about the institution concerning distance from home, desirability of location, and cost. In general, the results have indicated that CMU has a competitive position with other major institutions. Based on the view that a variety of programs or policy changes will be required to increase the university's ratio of applicants from those who request application materials, interested prospective students can now receive an estimate of their net cost from CMU before they apply. Additionally, an experiment has been conducted to compare admissions results in areas where high schools are visited by CMU with similar areas where no visit occurs. (SW)

ED 207 404 HE 014 280

Astin, Alexander W. And Others

The American Freshman: National Norms for Fall 1980.

American Council on Education, Washington, D.C.; California Univ., Los Angeles. Lab. for Research on Higher Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—[81]

Grant—NIE-G-80-0159

Note—252p.; Small print may be marginally legible.

Available from—Cooperative Institutional Research Program, Graduate School of Education, University of California, Los Angeles, CA 90024 (\$7.50).

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Academic Aspiration, Black Colleges, Career Planning, Church Related Colleges, *College Freshmen, Comparative Analysis, Extracurricular Activities, Females, *Full Time Students, Higher Education, Males, *National Norms, National Surveys, Occupational Aspiration, Private Colleges, School Surveys, Selective Admission, State Colleges, *Student Attitudes, *Student Characteristics, Two Year Colleges, Upper Division Colleges

Identifiers—*Cooperative Institutional Research

Program, Institutional Report Forms

The fifteenth annual report of national normative data on characteristics of students entering college as first-time, full-time freshmen is presented as part of the Cooperative Institutional Research Program. The 1980 normative data are based on responses from 187,124 freshmen entering 355 institutions, of which 19 were new and 336 old participants. Four-year colleges are included in the national norms if over 85 percent of their first-time, full-time freshmen completed the Student Information Form (SIF); universities must have over 75 percent participation, while two-year colleges must have 50 percent. The normative data were collected by administering the 1980 SIF during registration, freshman orientation, or the first few weeks of classes. The SIF is designed to elicit a wide range of biographic and demographic data, as well as data on the student's high school background, career plans, educational aspirations, financial arrangements, high school activities, and current attitudes. Those data meeting minimal quality requirements for inclusion in the 1980 norms were differentially weighted to represent the population of entering freshmen at all higher educational institutions in the United States. Part-time students and those who are not first-time college students (i.e., transfers and former enrollees) were excluded from the normative sample. The normative data are reported separately for women and men, and for 39 different groupings of institutions. The major stratifying factors are institutional race (predominantly black versus predominantly white); type (two-year college, four-year college, university); control; and the selectivity level of the institution. Information on weighting procedures and research design and a sample SIF are included. (SW)

ED 207 405 HE 014 281

Altbach, Philip G., Ed. *Berdahl, Robert O., Ed. Higher Education in American Society.*
Report No.—ISBN-0-87975-165-7; ISBN-0-87975-166-7

Pub Date—81

Note—326p.

Available from—Prometheus Books, 700 East Amherst Street, Buffalo, NY 14215 (\$17.95 cloth, \$9.95 paper).

Pub Type—Collected Works - General (020) — Opinion Papers (120) — Books (010)

Document Not Available from EDRS.

Descriptors—Academic Deans, Academic Freedom, *Accountability, College Administration, College Faculty, College Students, Court Litigation, *Educational Change, Educational History, Federal Government, Foreign Countries, Governing Boards, *Government School Relationship, *Higher Education, *Institutional Autonomy, Politics, Retrenchment, *School Community Relationship, State Government, Teaching (Occupation)

The wide-ranging impact of social, political and economic forces on higher education and their specific consequences for faculty, students, and administrators is addressed within the broad context of autonomy and accountability. The book is organized around several themes. The first section discusses such basic issues as the historical development of university-society relations and the role of academic freedom as well as an overview of major crises and developments in education during the last 20 years. External forces and their impact on higher education are considered in the second section, with special emphasis given to the role of state and federal government, the courts, private groups, legal precedents, and collective bargaining as sources of change. The third section focuses on the academic community by analyzing the reactions of faculty, students, administrators, and trustees to rapidly changing educational situations. Contributors to the book include E. D. Duryea, T. R. McConnell, Walter Metzger, Sheila Slaughter, Verne A. Stadtman, Clark Kerr, Marian Gade, John D. Millett, Aims C. McGuinness, Jr., Walter C. Hobbs, Fred F. Harclerod, Arthur Levine, John W. Nason, Donald J. McCarty, and I. Philip Young. A concluding perspective by Burton R. Clark suggests lessons from abroad. (Author/LB)

ED 207 406

Smith, Calvert H. *Tata, Samba*

The Status of Black Administrators in Higher Educational Institutions.

Pub Date—[81]

Note—15p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Responsibility, *Administrators, *Blacks, Black Studies, *College Administration, Developmental Studies Programs, Equal Opportunities (Jobs), Higher Education, *Middle Management, Open Enrollment, Organizational Climate, *Power Structure, *Racial Discrimination, Whites

The types of positions for which black administrators were hired in predominantly white colleges and universities in the late 1960s and the 1970s and the problems they encountered are considered. It is suggested that the threat of more riots by the black community and the federal government's threat to withhold funds from institutions with an insufficient number of black personnel resulted in the appointment of more blacks to administrative positions at various levels in predominantly white institutions. It is claimed that blacks were either hired to manage programs directed to blacks or they were hired to staff positions with impressive titles functioning, at least theoretically, in direct support to top level white line officers in the institution. It is argued that the nature of the jobs offered to blacks increased the possibility of failure and that failure was in part directly attributable to the reasons for which they were hired. Additionally, black administrators were given the responsibility but not the power and authority in the formal administrative structure commensurate with that responsibility. On the other hand, the programs they administered were poorly supported and outside the mainstream of the campus community. The programs that emerged during the 1960s were academic programs (black studies and ethnic studies); easy access programs (open admission programs); and academic support programs (special tutorial and remedial in nature). The programs tended to be supported on temporary funds, the credibility of the coursework was challenged by white faculty, and their faculty members were not tenured. (SW)

ED 207 407

King, Jimmie, Jr.

An Assessment and Analysis of Selected Learning Modes Preferred by Students. Learning Theory and Applications.

Pub Date—27 Jul 79

Note—50p.; Ed.D. practicum paper, Nova University.

Pub Type—Dissertations/Theses - Practicum Papers (043) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Black Colleges, *Classroom Techniques, *College Students, Higher Education, Institutional Research, Learning Experience, Questionnaires, *Student Attitudes, *Teaching Methods

Identifiers—*Tuskegee Institute AL

Selected learning modes preferred by students at the Department of Business at Tuskegee Institute were investigated. Separate questionnaires were designed for students and faculty, each of which contained four general modal categories (environmental, pictorial, symbolic, and verbal) and subcategories. The student questionnaire allowed students to rank their preferences for each learning mode on a five-point scale, while the faculty questionnaire allowed the faculty to respond with the amount of time spent offering each modal category, also through the five-point scale method. It was found that the learning modes most often preferred by students and offered by teachers included the use of laboratory work, motion picture/television, maps, charts, diagrams, audio recordings in class, discussion, small group work, printed material, text articles, and tutorial sessions. Students were neutral in their response to games, simulations, closed circuit television, programmed texts, and other reading material. The most often preferred learning mode and the least often offered by teachers included field trips, demonstrations, and role playing. The traditional lecture method was not preferred by students but was most often offered by teachers. A literature review, a bibliography, and sample student and faculty questionnaires are presented. (SW)

HE 014 282

ED 207 408

Stover, Francis W.

Veterans Educational Assistance Program (GI Bill).

Pub Date—Apr 81

Note—12p.; Paper presented to the Annual Meeting of the American Association for Community and Junior Colleges (Washington, DC, April 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Education, *College Attendance, Declining Enrollment, Dropouts, Educational Background, Educational History, Eligibility, *Enrollment Trends, Federal Aid, Federal Legislation, *Federal Programs, Higher Education, High School Equivalency Programs, High School Graduates, *Student Financial Aid, *Veterans Education

Identifiers—*G I Bill, Korean War, Veterans Administration, Vietnam Veterans, World War II
Information on the Veterans Educational Assistance Program (GI Bill) and other veterans' educational programs, participation rates, eligibility for educational assistance, and training trends is presented. More persons have trained in college than in any other type of training under the GI Bill; this is followed very closely by noncollege school training (including correspondence but not farm training). Participation in college level training is greater under the current program than under either the World War II or the Korean conflict programs. Through November 1980, a greater proportion of trainees under the current GI Bill had graduated from high school or passed the General Education Development (GED) test prior to entering training than had GI Bill trainees under either the World War II program or the Korean conflict program. However, peacetime post-Korean veterans trainees had a larger percentage who had completed one or more years of college. The most pronounced increases in training under the GI Bill occurred following increases in the financial assistance rate; however, beginning in April 1976, there has been a consistent downward trend in participation rates that has continued to the present. There is a special interest in training veterans who did not complete high school or obtain a GED certificate. In addition to the GI Bill, the Veterans Administration operates a Vocational Rehabilitation program for veterans who have incurred a service-connected disability, and another program for survivors and dependents of certain veterans. Information on the Veterans' Educational Assistance Act of 1981 (H.R. 1400) and other legislative options is included. (SW)

ED 207 409

Smith, Calvert H.

The Predominantly Black College: An Exploration of Its Role and Function.

Pub Date—Apr 81

Note—10p.; Paper presented to the Annual Meeting of the Council on Black American Affairs (April 2-5, 1981).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Education, *Black Colleges, *Black Students, College Desegregation, *College Role, College Students, Cultural Pluralism, Educationally Disadvantaged, *Educational Opportunities, Higher Education, High Risk Students, Leadership, *School Holding Power, *Student College Relationship, Student Needs, Whites

The role of predominantly black colleges and reasons that they are needed by their constituencies are considered. It is suggested that one of the primary reasons historically black colleges have experienced enrollment and program growth is the perception of the black community about the significance of these institutions. It is claimed that the majority of black students attending predominantly white colleges are leaving before they graduate because their needs are not met by these institutions. Traditionally, predominantly black institutions have educated the spectrum of talented and untalented and have developed a capacity to provide a broad range of academic experiences to challenge each category of student, to facilitate their growth and to satisfy their educational needs. These institutions have not considered aptitude test scores as the critical variables for success in college. It is suggested that historically black colleges have the unique ability to reach the unreachable, teach the unteachable, and em-

brace both the rejected and the valedictorians with equal concern. It is proposed that these schools have a role to play in the education of people in society and that this role must be preserved at all costs. It is maintained that until integration and equal opportunity become realities, there is a need to strive for a culturally pluralistic society. There must be institutions available that respond to different and sometimes incompatible values and programs that are responsive to the needs of anyone who chooses to attend the institution. It is suggested that at the same time the unique mission of the black university in promoting the growth and development for black young people must be preserved. (SW)

ED 207 410 HE 014 288
 Soares, Louise M. Heneghan, Henry J., Jr.
 Goal-Assessment for Administrative Decision-Making.

Pub Date—Mar 81

Note—14p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Philadelphia, PA, March 1981). Not available in paper copy due to marginal legibility of original document.

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC03 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrator Attitudes, Administrators, College Administration, College Environment, *College Faculty, *College Role, Comparative Analysis, Decision Making, Educational Needs, *Educational Objectives, Followup Studies, Governance, Higher Education, Institutional Research, *Needs Assessment, Private Colleges, Reputation, Self Evaluation (Groups), Teacher Administrator Relationship, *Teacher Attitudes

Identifiers—Institutional Goals Inventory, *University of Bridgeport CT
 Institutional image and desired goals for the University of Bridgeport, Connecticut, were assessed using the Institutional Goals Inventory (IGI) of the Educational Testing Service. All faculty and administrators of the private college were administered the IGI, and their responses were compared to those of the faculty four years previously. Interviews with all major campus constituencies and observations of the psychological climate also were undertaken. Even though the faculty had not been informed of the results of the first testing before the second testing, there was very little change in the goal priorities between the two testings. The outcome goal that received the highest rating and that also demonstrated the greatest discrepancy between what was operating and what respondents thought should be functioning was "intellectual orientation." The lowest ranking and smallest discrepancy occurred on "traditional religiousness." The process goal of "sense of community" showed the highest ranking and the greatest discrepancy, while "off-campus learning" showed the lowest ranking and the smallest discrepancy. Agreement between faculty and administrators indicated shared goals. Additionally, there were few differences of opinion among representatives of different disciplines, and interview and observation results indicated convergence of opinion. However, on the campus there was open conflict rather than expected commitment to planned change and a willingness to work together. Acceptance of change occurred only after changes were implemented in line with the goals identified in the inventory. (SW)

ED 207 411 HE 014 296
 The Foreign Student in American Graduate Schools.

Council of Graduate Schools in the U.S., Washington, D.C.

Pub Date—Dec 80

Note—28p.

Available from—Council of Graduate Schools, One Dupont Circle, Washington, DC 20036.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Advising, Admission Criteria, *College Admission, Communicative Competence (Languages), Cultural Influences, Developing Nations, *Doctoral Degrees, English (Second Language), Enrollment Trends, *Foreign Students, *Graduate Students, Higher Education, *Language Proficiency, *Masters Degrees, Research Assistants, School Orientation, Student Needs, Student Recruitment, Teaching Assistants
 Identifiers—United States

Issues related to the enrollment and education of foreign students in American graduate schools are examined. Most of these students come from developing countries and are often sent to the United States to acquire skills and training needed in their countries. Engineering is the field with the greatest concentration of foreign students. Although all students in a given discipline may be required to complete a core of common courses, each doctoral student's program is developed as a result of extensive discussion between student and adviser. However, masters' programs attempt to guarantee uniformity of background through prescribed sequences of courses rather than allowing modifications to suit the needs of the individual student. A problem is that engineering and business education, fields important to developing countries, are in this country embedded in the American cultural, political, and economic system. Sources of financial support for foreign students may be limited since some departments are reluctant to award teaching assistantships to students from nonEnglish-speaking countries, and research assistantships often are not available to first-year students. Information that should be provided to foreign students applying to U.S. graduate schools, the assessment of the student's preparation and English proficiency, and orientation and academic advising needs of foreign students are addressed. Recruitment concerns and public and private agencies concerned with international education exchange are identified and a bibliography is appended. (SW)

ED 207 412 HE 014 297
 Sedita, Joan
 Section 504: Help for the Learning Disabled College Student.

Pub Date—80

Note—12p.

Available from—Landmark School, Prides Crossing, MA 01965 (\$1.00).

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Accessibility (for Disabled), *Access to Education, *Adult Students, *Ancillary School Services, College Admission, *College Students, Disabilities, Educational Diagnosis, *Federal Legislation, Federal Regulation, Government School Relationship, Higher Education, *Learning Disabilities, Student Needs, Student Recruitment

Identifiers—*Rehabilitation Act 1973 (Section 504)
 Section 504 of the Rehabilitation Act Amendments of 1973 and its implications for learning disabled adults desiring a postsecondary education are examined, and suggestions for services that might best meet the needs of this group are offered. Section 504 is a basic civil rights provision aimed at ending discrimination against handicapped citizens. According to the regulation, schools were given one year to perform a self-evaluation of their services relative to the handicapped (by 1978) and three years to fully implement the law (1980). The regulation is applicable to all postsecondary educational programs and activities that receive federal financial assistance. In colleges and universities, recruitment, admissions, and treatment of students must be free of discrimination. Reasonable modification of academic requirements must be made, which might include extension of time for completing programs or adaptation of the way certain courses are conducted. Students with impaired sensory or manual skills must be informed about auxiliary aids provided through charitable or governmental organization. Among the services needed most often by the learning disabled students are diagnostics, program guidance, individual or group tutoring, and instructor intervention. It is suggested that the current controversy over what constitutes a learning disability and which testing instruments can accurately diagnose this handicap, as well as the variation from student to student in type of deficit and degree of disability, may make it difficult for learning disabled students to receive needed services. Additional considerations pertaining to admissions, academic adjustments, auxiliary aids, administration and enforcement, cost, and attitudes are addressed. (SW)

ED 207 413 HE 014 300

Hajak, Anna Marie Blumberg, Phyllis
 Medical Technology: Factors Contributing to Professional Attrition.

Pub Date—81

Note—52p.; Paper presented at the Annual Meeting of the American Society for Medical Technology (1981).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Career Change, Dropouts, Family Role, Higher Education, *Job Satisfaction, *Medical Technologists, *Occupational Mobility, Occupational Surveys, Self Actualization

Reasons for leaving the profession of medical technology were determined through a survey of 83 technologists' attitudes and demographic characteristics. Information was obtained on the age of respondents, year of certification, number of years experience as a medical technologist, and number of years as a member of the American Society for Medical Technology. The sample was 74.4 percent female and 25.3 percent male; the mean age of the sample was 31 years; the mean year of certification was 1972; and the mean number of years of experience as a medical technologist was 4.5 years. The sample was composed largely of baccalaureate degree people. Information was also obtained on the laboratory setting at their last place of employment, the employment capacity at last employment, current employment status, and type of employment. The data of the total study sample were divided into two groups for analysis. Data from the domestic group indicated that only factors that related to home and family responsibilities influenced their professional attrition. Data from the non-domestic group indicated that the primary factors contributing to their attrition were job-related in terms of little satisfaction of the need for self-actualization. Study results suggest that a clearer definition of the role of the medical technologist in health care delivery is needed, and that an evaluation of the educational standards for the preparation of the medical technologist be undertaken. A bibliography is appended. (SW)

ED 207 414 HE 014 302

Schwartz, Susan M. Wilbur, Franklin P.
 Predicting College Achievement Using Performance in College-Level Courses Taken in High School, SAT Scores, and High School Rank.

Pub Date—Mar 81

Note—18p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Philadelphia, PA, March 1981).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Advanced Placement Programs, Aptitude, Articulation (Education), Class Rank, College Bound Students, *College Instruction, *College School Cooperation, Comparative Analysis, Grade Point Average, Grades (Scholastic), Higher Education, *High School Students, Predictive Measurement, *Predictor Variables

Identifiers—*Project Advance, Scholastic Aptitude Test, *Syracuse University NY

The potential use of actual performance by high school students in college-level courses as a predictor of college achievement, rather than or in addition to Scholastic Aptitude Test (SAT) scores, was investigated. At Syracuse University Project Advance over 4,000 students a year in 80 high schools in four states participate in joint high school and college during their senior year in high school. Grade point average (GPA) in Project Advance courses was a predictor of first semester college GPA in a stepwise multiple regression analysis for 1978, 1979, and 1980 Project Advance students who subsequently attended Syracuse University. Percentile of high school rank, SAT math scores, and SAT verbal scores were also analyzed. SAT verbal vocabulary scores and SAT verbal reading scores were included in a separate analysis for those students who had the additional SAT scores available. Consonant with past research, percentile of high school rank was a good predictor and SAT scores were not. The correlation between Project Advance GPA and first semester GPA was moderately high. Project Advance GPA was the best single predictor in one year, added significantly to percentile of high school rank in another year, and was not helpful at all in the third year. Overall, there was a decline in the amount of variability accounted for over the

three-year period. It is concluded that high school performance is the best predictor of college achievement, and SAT scores are not very useful. The amount of variability accounted for by different predictors varies widely from college to college; therefore, colleges may want to determine the best predictor equation for admission criteria. (Author/SW)

ED 207 415

HE 014 303

Brown, Peggy, Ed.

Project Lodestar Special Report.

Association of American Colleges, Washington, D.C.

Spons Agency—Andrew W. Mellon Foundation, New York, N.Y.

Pub Date—Aug 81

Note—15p.

Available from—Association of American Colleges, 1818 R Street, NW, Washington, DC 20009.

Journal Cit—Forum for Liberal Education; v3 n8 Aug 1981

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrative Policy, Advisory Committees, Articulation (Education), Church Related Colleges, College Planning, *College Role, College Transfer Students, Community Colleges, *Consultation Programs, *Curriculum Evaluation, Degree Requirements, Developmental Studies Programs, Elective Courses, *General Education, Governance, Graduate Study, Higher Education, *Institutional Evaluation, Intercollegiate Cooperation, Interdisciplinary Approach, *Liberal Arts, Policy Formation, Private Colleges, Religious Education, School Organization, Seminars, State Universities, Undergraduate Study, Womens Education

Identifiers—*Project Lodestar

The Association of American Colleges' (AAC) Project Lodestar is addressed in an article and descriptions of the pilot phase of the project at 13 institutions. In "Project Lodestar: Realistically Assessing the Future," Peggy Brown provides an overview of the project, which is designed to help colleges and universities in assessment of institutional missions and goals, administrative structures, and overall curriculum. To provide this assessment AAC sends teams of consultants to member institutions requesting assistance. By learning what are successful approaches to reviewing curriculum and conducting a self-study, AAC hopes to develop a guide for examining the mission and curriculum needs of various types of institutions. The following institutional projects are described: academic divisions and curriculum planning at Birmingham-Southern College, Alabama; new developments in graduate studies at Sonoma State University, California; interinstitutional cooperation at College of Saint Benedict and Saint John's University, Minnesota; restructuring the general education curriculum at Rutgers University, University College-Newark; general education planning at Trinity College, Vermont; interinstitutional relationships and transfer student articulation at DePaul University, Illinois; development of interdisciplinary seminars at Marymount Manhattan College, New York; general education review at Elon College, North Carolina; curriculum review at Trinity College, Connecticut; planning for the future at Mount Vernon College, Washington, DC; academic planning at Hartwick College, New York; revised general education curriculum at Gwynedd-Mercy College, Pennsylvania; and special studies program at East Carolina University, North Carolina. (SW)

ED 207 416

HE 014 307

Luz Prado-Garza, Maria de la

The OD' Role in Education: What Do You Do With a Beginner Professor Who Joins the University?

Pub Date—May 81

Note—31p.; Paper presented to the Organizational Communication Division of the International Communication Association (Minneapolis, MN, May 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Beginning Teachers, College Faculty, Educational Objectives, *Faculty College Relationship, *Faculty Development, Foreign Countries, Group Dynamics, Higher Education, Individualized Instruction, Information Needs, Instructional Improvement, Inter-

sonal Competence, Microteaching, Organizational Development, *Teacher Orientation, *Teacher Workshops, *Teaching Skills Identifiers—*Institute of Technology Higher Education (Mexico), Mexico

A faculty development program primarily oriented toward the beginning professor at the Instituto Tecnológico y de Estudios Superiores de Monterrey, Monterrey, Mexico, is described. Among the program components are workshops; meetings to provide information about policies, procedures, and facilities at the school; and meetings to involve faculty in future program activities as well as administrative functions of the university. Workshops pertaining to teaching techniques have covered interpersonal relationships, microteaching, design of learning objectives, and personalized systems of instruction. A group theory and practice course was offered to help improve the teacher's role as group leader, and a course designed to improve classroom communication covered types of communication, models of communication, barriers to communication, and teaching group techniques. Additionally, a workshop designed to develop the creativity of a teacher in searching for solutions in a creative way was offered. After four years, the climate and morale of the university has gradually improved as reflected in better interpersonal relationships and collaboration among staff and departments, pair teaching, interdisciplinary projects, and better teaching. The faculty development program is now institutionalized: all professors who join the university participate as part of their professional development. A sample schedule followed by teachers in 1976 is appended. (SW)

ED 207 417

HE 014 321

Distribution of High School Graduates and College-Going Rate, New York State, Fall 1980.

New York State Univ. System, Albany.

Pub Date—81

Note—27p.

Available from—University of the State of New York, State Education Department, Information Center on Education, Albany, NY 12234.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*College Attendance, *College Bound Students, Comparative Analysis, Employment, *Geographic Distribution, Higher Education, *High School Graduates, Military Service, Private Schools, Public Schools, State Surveys, Student Mobility

Identifiers—*New York

Tables present data, without narrative analysis, concerning the distribution of 1979-80 high school graduates of New York State's public and private schools. The data were secured through the state education department's Basic Educational Data System, and reflect students' status as of fall 1980. The first table presents trends, 1966 through 1980, in the state college-going rate, and shows percentages of graduates entering two-year degree-granting and four-year degree-granting institutions and other postsecondary institutions (public and nonpublic high schools shown separately and together). The second table shows a 10-year trend of the college-going rate within and outside New York State, indicating type of institution entered, for public and nonpublic school graduates separately and together. Table three shows the distribution of public high school graduates, by region and county, entering postsecondary education within and outside the state, entering employment, and entering military service. The fourth table presents distribution patterns of nonpublic high school graduates, and the final table shows the overall distribution of public and nonpublic school graduates combined. (MSE)

ED 207 418

HE 014 326

Carroll, Mary R. And Others

The Search and Screen Committee: A Simulation.

Equality for Women in Higher Education Project. Indiana Univ., Bloomington.; University Council for Educational Administration, Columbus, Ohio. Spons Agency—Boston Univ., Mass.; Georgia State Univ., Atlanta.; Iowa Univ., Iowa City.; Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program; Ohio State Univ., Columbus.

Pub Date—Jun 78

Grant—G007604964

Note—74p.

Pub Type—Guides - Non-Classroom (055) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*College Faculty, *Committees, *Decision Making, Group Discussion, Higher Education, Institutional Characteristics, Occupational Information, Schools of Education, *Simulation, *Teacher Qualifications, *Teacher Selection

Identifiers—*Search Committees

A simulated search and screen committee activity for selecting three candidates for final interviews for the position of assistant professor of higher education in a College of Education is presented. The institution, "Metropolitan State University," and the position are briefly described, and the process of the appointment of the committee and the recruitment procedures followed to date are summarized. Additional data selected from the committee files are included since they reflect some current concerns being expressed at the university relevant to the position. For each candidate, a rating sheet is to be completed. The first task of the committee will be to elect a chairperson to assume the role of a designated professor. Other committee members will assume administrative, faculty, and student roles to create approximately the proportional representation specified in the description of the committee's composition. Each committee member will indicate reasons for selecting three individuals and key qualifications, and will designate which committee moves through its discussion, the following tasks should be performed: individual candidates should be ordered by rank; committee members should detail the reasons for their choices and differences of opinion; there should be a movement toward group consensus; all group members should participate; and key issues that arise should be noted for later discussion purposes. Enclosures include summary information and letters of recommendation for each candidate and rating sheet, and a guide for discussion leaders. (SW)

ED 207 419

HE 014 332

Fey, John T. And Others

The Corporate Stake in Higher Education: An Underdeveloped Potential.

Council for Financial Aid to Education, New York, N.Y.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date—13 Oct 77

Note—23p.; Panel presentation of the Council for Financial Aid to Education at the Annual Meeting of the American Council of Education (60th, Washington, DC, October 13, 1977).

Available from—Council for Financial Aid to Education, Inc., 680 Fifth Avenue, New York, NY 10019.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cooperative Education, Educational Finance, Financial Problems, *Fund Raising, Grantsmanship, *Higher Education, *Industry, *Private Colleges, *Private Financial Support, *School Business Relationship, State Colleges

Identifiers—*Corporations

Perspectives on corporate support of higher education are considered by three business executives. Introductory comments are presented by Raymond C. Johnson, of the Council for Financial Aid to Education, an organization that encourages increased voluntary support of higher education, especially by business, through advertising campaigns, consultation services, research on educational philanthropy, and information dissemination. John T. Fey of the Equitable Life Assurance Society of the United States considers the complex financial problems confronting colleges and universities and the crisis in private higher education based on declining student enrollments, rising costs, and changing patterns of enrollments (nontraditional students and shifts in educational specialties). Stephen H. Fuller of General Motors Corporation suggests that in the present state of high inflation and energy crisis industry should help higher education by providing financial aid, professional expertise, and cooperative job opportunities or other work experiences for students. In turn, higher education should strive for excellence in its endeavors, should have a strategy for maintaining its goals, and should effectively manage its resources. Robert L. Payton of Exxon Education Foundation offers some suggestion regarding fund raising for colleges and universities. It is noted that many companies have guidelines for their contributions and that the amount of information about corporate and foundation giving is greater than it has ever been. (SW)

ED 207 420

HE 014 334

Goor, Jeanette Farris, Elizabeth

Access to Bachelor's Degrees Through Evening and Weekend Courses, 1980.

Westat Research, Inc., Rockville, Md.

Spons Agency—National Center for Education Statistics (ED), Washington, D.C.

Report No.—FRSS-10; NCES-81-241-R

Pub Date—81

Contract—300-79-0517

Note—27p.; Prepared in consultation with National Advisory Council on Women's Educational Programs, U.S. Department of Education.

Available from—National Center for Education Statistics, Department of Education, Washington, DC 20202.

Pub Type—Numerical/Quantitative Data (110)—Reports - Research (143)—Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Education, Adult Students, *Bachelors Degrees, *Credit Courses, Decision Making, *Degree Requirements, Educational Demand, Enrollment Trends, *Evening Programs, Higher Education, Majors (Students), National Surveys, *Nontraditional Education, Questionnaires, *Weekend Programs

The availability of evening and weekend baccalaureate degree credit courses and factors that discourage institutions from introducing or expanding such courses were investigated through a fast response survey that was sent to a national sample of universities and other four-year colleges. Among the findings are the following: almost three-fourths of the baccalaureate degree-granting institutions offered degree-credit courses in evening or on weekends during the 1979-80 academic year; evening courses were provided most frequently; an estimated 20 percent of all institutions offered enough evening and weekend courses to fulfill all degree requirements in at least one of the 11 major fields of study covered in the survey; for specific fields of study, the proportions of institutions providing all required credits in evening or weekend courses ranged from one percent for home economics to 25 percent of business and management; and next most widely available degree programs were in the fields of psychology and social sciences; opportunities to earn degrees through evening or weekend study tended to increase with enrollment size; and insufficient demand was perceived as the major deterrent to the introduction or expansion of evening and weekend courses (limited faculty resources ranked second as a deterrent, and neighborhood or transportation safety was the least frequently cited factor). Additionally two-thirds of the institutions with evening or weekend courses provided evening classes only, while one-third offered classes both in evenings and on weekends. A sample questionnaire and information on the survey methodology are appended. (SW)

ED 207 421

HE 014 336

McAninch, Christopher

Linking Architecture and History in the Teaching of Undergraduates: A Three Course Sequence.

Pub Date—[81]

Note—14p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Architectural Character, *Architectural Education, Art History, *Building Design, Course Descriptions, *Cultural Influences, Curriculum Design, Field Instruction, Higher Education, Home Furnishings, Housing, *Interdisciplinary Approach, Introductory Courses, *Nineteenth Century Literature, North American Culture, Popular Culture, Preservation, Social History, *United States History

Identifiers—*Hiram College OH

The architecture sequence at Hiram College, Ohio, which consists of three courses and supervised volunteer work at restoration sites in the region, is described. The sequence links American architecture and the broader areas of cultural history and literature, and the courses are open to any student in the college. The introductory course examines the simultaneous emergence of an American culture and an American architecture in early 19th-century America and is based on viewing the house as a symbolic mode as perceived through contemporary literature. Students analyze literature to help understand the forces that formed domestic architecture, including popular attitudes and tastes. The third course deals with American cultural life from 1890 to the present, with special emphasis on archi-

ture. The meaning of artifacts and the way that public taste of Americans, as shown in the structured forms of their living and working space, reflects basic cultural values are addressed. This course examines the rapidly changing architecture and material culture of the industrial ages, uses visual aids to demonstrate associations between varying art forms, and examines regional architecture via slides and sight visitations. Details of the development of the architecture sequence and financial support of the program are indicated. (SW)

ED 207 422

HE 014 337

Jaynes, William E. And Others

Alumni Attitudes: Men and Women's Descriptions of Their College Experience, Present Work, and Present Recreational Activities.

Pub Date—81

Note—12p.; Paper presented to the Annual Meeting of the Southwestern Psychological Association (1981).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Age Differences, Alumni, College Attendance, College Environment, *College Graduates, Comparative Analysis, Females, Graduate Surveys, Higher Education, *Job Satisfaction, Learning Experience, Males, *Recreational Activities, *Student Experience, Time Perspective, Vocational Adjustment, Work Attitudes

Alumni attitudes concerning their college experience, present work, and present recreational activities were analyzed in relation to the time in college, using a semantic differential format. Four items were used for each type of rating, one evaluative, another activity-oriented, and two potency oriented. The evaluation dimension concerns the quality or good-bad character of the experience. The activity dimension relates to the busy or active-passive nature of the experience, and the potency dimension deals with the importance or extent of impact aspect of the experience. Mail questionnaires produced 271 usable returns, and alumni magazine questionnaires yielded 162 additional returns. Principal component analysis and varimax rotation were performed on data for the respondent groups. Findings indicate that men with earlier college experience rated their present jobs as higher in contact, excitement, importance, and self-direction. Women with more recent college experience rated their work and recreation as more potent and gave comparable high ratings to their present jobs as did the men. Men with earlier college experience rated that experience as more pleasant, exciting, important, and one in which they set the pace. It is suggested that apparently younger men and older women feel they lack power while older men and younger women feel more influential. Explanation are offered for lower ratings of all aspects of the college experience by more recent male alumni (i.e., growth of the school, students are less prepared for college). A bibliography is appended. (SW)

ED 207 423

HE 014 342

Denbo, Phyllis

Telecommunications: A Labor Market Analysis.

New Jersey Manpower Series, Volume 1.

New Jersey State Board of Higher Education, Trenton.

Report No.—ORM-6

Pub Date—Jun 81

Note—33p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*College Role, *Educational Needs, Educational Supply, Employment Opportunities, Employment Projections, *Labor Market, *Labor Needs, Needs Assessment, Professional Training, Program Development, *School Business Relationship, State Surveys, *Telecommunications

As a result of the recent growth in the telecommunications industry, most notably the rapid development of cable television, attention is being drawn to the need for qualified personnel in the field. This report analyzes the need in New Jersey for personnel both in the telecommunications industry generally and in cable specifically. As background for the labor market analysis, recent trends in cable development, possible futures for the field, and general categories of jobs available within the industry are reviewed. This is followed by an analysis of specific manpower needs, based principally upon the results of statewide employment surveys and supplemented by a review of current publications, as well as extensive interviews with local and national ex-

perts. An analysis of the need for educational programs in the state, with respect to both specific manpower needs and the appropriate fit between the skills and knowledge required and the level of education provided, is then presented. Finally, the high start-up and maintenance costs of such programs are detailed. It is concluded that the need for qualified personnel will grow at a rapid pace in the foreseeable future. Several recommendations are offered, such as: (1) a maximum of three educational programs in telecommunications should be developed at the associate degree level in New Jersey as soon as feasible; (2) due to the high costs of such programs, only schools already equipped should establish such programs; (3) the proposed programs should be developed to provide students with marketable skills in a rapidly changing market; and (4) no additional educational programs should be offered in telecommunications at the community college level prior to the completion of follow-up studies of the first cohorts of graduates of the three recommended programs. The appendix includes the employment survey instruments and covering memoranda. (Author/LC)

ED 207 424

HE 014 343

Degrees and Other Formal Awards Conferred by

Kentucky Colleges and Universities, 1980.

Kentucky State Council on Higher Education, Frankfort.

Pub Date—[81]

Note—80p.; Not available in paper copy due to marginal legibility of original document.

Available from—Kentucky Council on Higher Education, West Frankfort Office Complex, Frankfort, KY 40601.

Pub Type—Numerical/Quantitative Data (110)—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Associate Degrees, *Bachelors Degrees, Church Related Colleges, Community Colleges, Comparative Analysis, *Degrees (Academic), *Doctoral Degrees, *Higher Education, *Masters Degrees, Private Colleges, Professional Education, State Colleges, State Surveys, Theological Education, Two Year Colleges

Identifiers—*Kentucky

Summary information is presented on the total associate, baccalaureate, master's and specialist, doctoral and first-professional degrees, and other formal awards conferred during the 1979-80 fiscal year by Kentucky colleges and universities. Data are included from seven business colleges, which conferred a total of 1,114 associate degrees and other formal awards. Data on three graduate seminars and one undergraduate seminar are included; the seminars awarded a total of 287 degrees. Degrees and formal awards conferred by Kentucky state-supported and independent colleges and universities in 1979-80 totaled 21,437. Of these 18,133 degrees/awards were offered by state institutions and 3,304 were offered by private institutions. For the state institutions there were 3,458 associate degrees and formal awards, 9,191 baccalaureate degrees, 4,424 master's and specialist degrees, and 179 doctoral degrees, and 881 first-professional degrees awarded. For the independent sector, there were 472 associate degrees and formal awards, 2,285 baccalaureate degrees, and 547 master's and specialist degrees. The eight state colleges and universities conferred 1,607 associate degrees and formal awards, while the 13 community colleges made an additional 1,851 awards. The 15 private senior institutions conferred 193 associate degrees and formal awards, while the seven private junior colleges conferred an additional 279 awards. (SW)

ED 207 425

HE 014 345

3,270 Postsecondary Institutions Accredited in 1980-81.

National Center for Education Statistics (ED), Washington, D.C.

Report No.—NCES-81-351

Pub Date—8 Jul 81

Note—13p.; Not available in paper copy due to marginal legibility of original document.

Available from—National Center for Education Statistics, Washington, DC.

Pub Type—Numerical/Quantitative Data (110)—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Accreditation (Institutions), Accrediting Agencies, Administrators, Comparative

Analysis, Evening Programs, *Higher Education, *Institutional Characteristics, National Surveys, Occupational Mobility, *Private Colleges, School Surveys, *State Colleges, Student Characteristics, Summer Programs, *Two Year Colleges

Identifiers—*Higher Education General Information Survey

Results of the 1980-81 Survey of Institutional Characteristics of Colleges and Universities, as part of the Higher Education General Information Survey (HEGIS), are presented. The survey sample consisted of 3,270 accredited institutions and branches and an additional 141 systems and central offices. Eighty more institutions/branches had accreditation during the 1980-81 school year than the previous year. Private two-year schools accounted for more than two-thirds of the increase, and the balance was dominated by a rise in the number of public two-year institutions. Data are presented indicating the growth in the number of institutions and their branches participating in the HEGIS program during the past decade. Increases in the number of public institutions outpaced that of their private counterparts until 1977, and since that time, private institutions have been added at a ratio of nearly five to one over public institutions. Information is also provided on: the number of institutions by state, control, level, sex of student body, and calendar system. The number of institutions by control and level accredited by each of the recognized accrediting agencies is also indicated, along with information on administrative staff, dates of establishment of institutions, and the number with summer or evening programs. The low turnover rates among selected administrative staff indicate the possibility of increased stability among the deans and directors of the various academic programs. Nearly two thirds of these positions had a lower turnover rate than the previous year. (SW)

ED 207 426 HE 014 351

Kentucky College and University Enrollments, Fall 1980.

Kentucky State Council on Higher Education, Frankfort.

Report No.—SE81153A

Pub Date—[80]

Note—200p.; Not available in paper copy due to marginal legibility of original document.

Available from—Kentucky Council on Higher Education, West Frankfort Office Complex, Frankfort, KY 40601.

Pub Type—Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Annual Reports, Black Students, Comparative Analysis, *Enrollment Trends, *Higher Education, Private Colleges, Proprietary Schools, State Colleges, State Surveys, Two Year Colleges, Universities, Upper Division Colleges
Identifiers—*Kentucky

The 1980 enrollments in Kentucky colleges and universities are reported in the 25th annual report published by the Kentucky Council on Higher Education. State-supported, independent colleges and universities, seminaries, and proprietary business colleges were surveyed. The total enrollment in the state-supported and independent colleges and universities in fall 1980 was 135,655. Of this total, 116,809 students were enrolled in the state-supported universities and community colleges and 18,846 in the independent senior and junior institutions. The fall 1980 enrollment in the state-supported universities included 77,612 undergraduate students and 10,952 graduate, first-professional, post-doctoral students, and residents and interns. There were 19,245 students in the University of Kentucky Community College system. Undergraduate enrollment at the independent senior institutions was 16,173; graduate enrollment was 1,113. There was a total of 1,560 students in the independent junior colleges. The fall 1980 enrollment in Kentucky seminaries was 1,117. Enrollment in the Kentucky proprietary business colleges was 4,954. There were 8,917 black students enrolled in Kentucky state-supported and independent institutions for the fall of 1980. These students made up 6.6 percent of the total enrollment. Data were obtained from the Council on Higher Education Survey and opening fall enrollment reports for fall 1980 from the institutions. (CC)

ED 207 427

Donald, Janet Gail

The Contribution of Psychology to Canadian Higher Education.

Pub Date—Jun 81

Note—35p.; Paper presented at the Annual Meeting of the Canadian Society for the Study of Higher Education (Halifax, June 1981).

Pub Type—Speeches/Meeting Papers (150)—Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, Behavioral Objectives, Behavioral Science Research, Cognitive Processes, College Faculty, *College Instruction, College Students, Educational Objectives, *Educational Research, Faculty Development, Faculty Evaluation, Foreign Countries, *Higher Education, *Institutional Research, *Learning Processes, *Psychology, Student Characteristics, Student Development, Teaching Methods
Identifiers—*Canada

Canadian journals in psychology, education, and higher education were reviewed to assess the contribution of psychology to Canadian higher education. Over 100 articles were selected, plus books and monographs published between 1970 and 1980. The articles were grouped according to whether they dealt with cognition and learning; instruction; student characteristics; or the organization and operation of the university from a psychological viewpoint. Within each topic area, a further discrimination was made between whether the articles were theories and experimental findings, or methods and measurements. Two-thirds of the research was done in the areas of cognition and learning or instruction, with the greatest emphasis on teaching methods and the evaluation of teaching. Research in cognition and learning focused on modes of learning and on the actual process of learning and thinking. In the category of instruction, teaching goals and factors and the interaction of instruction and cognition were focal topics. Methods at this level were concerned with the effects of different teaching methods, the training of teaching assistants, and the evaluation of teaching. At the level of student characteristics, achievement and development factors were prominent, and methods for selecting and upgrading students were found. At the most global level, the organization and operation of the university, the principal topics were staff development and psychology in the university, and the methods dealt with special programs in higher education, and evaluation in and of the university. It is suggested that most of the work with concrete and abstract learning has not been applied to knowledge as it is found in university programs. A bibliography is appended. (SW)

ED 207 428

Muzzin, Linda J.

Technology in Higher Education: Does It Really Improve Accessibility and Quality and Cost Less in the Long Run?

Pub Date—Mar 81

Note—30p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Access to Education, Adult Students, *College Students, Computer Assisted Instruction, Correspondence Study, *Educational Quality, *Educational Technology, Educational Television, *Extension Education, Foreign Countries, Geographic Location, Higher Education, Nontraditional Education, Potential Dropouts, *Program Costs, Student Motivation

Issues pertaining to the application of educational technology in higher education are considered. Educational technology has been applied successfully in reaching the geographically remote in several jurisdictions, including Canada, and it has been important in giving adults a second chance that it also can reach the psychologically remote (i.e., the unmotivated). To increase accessibility to higher education, Canadian universities have offered to a limited extent courses via broadcast television or videotape. An alternative to off-campus centers and television courses for the geographically remote is the correspondence course. Other techniques include telephone networks and the audiotape cassette. Britain's Open University was the prototype for making university level work accessible to those who missed their first chance to attend. Views concerning the application of electronic programmed learning to reaching the unmotivated and potential dropouts are addressed. It is suggested that while

HE 014 352

there have been numerous demonstrations at various North American and European centers that the application of technology in higher education can be used to reach some of those who have been traditionally excluded. Serious questions remain about whether the quality of programs is improved by the application of technology, whether innovation of this type is possible except in a few centers, given the resistance by many conventional institutions. A bibliography is appended. (SW)

ED 207 429

Wilburn, Marion T. Knapper, Christopher K.
State-of-the-Art Review of Bibliographic Control in Higher Education in Canada.

Pub Date—Jun 81

Note—57p.; Paper presented at the Society for the Study of Higher Education Conference (Dalhousie University, Halifax, Nova Scotia, June 1981).
Pub Type—Reports - Research (143)—Tests/Questionnaires (160)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Bibliographies, *Cataloging, Citation Indexes, Educational Research, Foreign Countries, *Higher Education, Indexes, *Library Collections, Library Materials, *Publications, Reference Materials, *Resource Materials
Identifiers—*Canada

The kinds of material presently being collected on Canadian higher education, their accessibility, and main problem of bibliographic control were surveyed in 1981. Canadian higher education materials involved material on or about higher education (particularly Canadian higher education) that was (1) produced by institutions, organizations, individuals, or governments; (2) produced through journals, newsletters, books, reports, audiovisual material, minutes, memoranda, policy statements, etc; and (3) included descriptions, analyses, theses, policy statements, or research. Based on survey responses, an overview is presented on the scope of collections, size of collections, access to collections, services, and publications produced by the organization or its library. Respondents fell roughly into three groups: those with collections where the major emphasis is higher education, those where higher education materials are a minor but significant portion of the collection, and those which do not have collections but make use of other nearby sources. Most respondents indicated that their collections were established and maintained primarily for use by their organization or department. Others were receptive to a larger, more public audience. Printed resources that provide access to particular information on Canadian higher education, a select bibliography on higher education, an index to Canadian university newspapers, and educational indexes. Appended materials include a sample questionnaire, responses of organizations surveyed, and a list of surveyed organizations. (SW)

ED 207 430

Chacon, Fabio J.

The Organization of the Distance Teaching Subsystem in an Open University.

Pub Date—81

Note—62p.; For related document see HE 014 401.
Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Centralization, *College Administration, *Decentralization, Extension Education, *External Degree Programs, Foreign Countries, Higher Education, Independent Study, *Open Universities, *Organizational Change, Organizational Communication, Regional Cooperation, Resource Centers, *School Organization
Identifiers—Distance Teaching, *Venezuela

The problem of finding an adequate organization for the distance teaching subsystem in the Open University of Venezuela (Universidad Nacional Abierta) is analyzed. Problems facing this subsystem concern: communications with the headquarters and within the learning centers network, interaction with the environment in order to create a favorable balance of resources, and capacity for influencing the top-level decision-making in the institution. Analysis of these problems through an open system perspective provides some insights about the factors that determine the problems. It is suggested that the current design of the organization is not oriented to receive external influences and take advantage of them to create resources for the institution. The failure of the structural design can be appraised as a serious impairment for the effectiveness of the institution in accomplishing its

teaching function. Alternative organizational designs for the distance teaching subsystem might include the concepts of unit differentiation and integration, loose coupling, use of scanning units, and design of program-specialized staff positions. It is proposed that the internal structure of the learning centers include a Relations Unit, which would manage the institutional links between the center and external organizations. The proposed structure of the local center has greater specialization of functions as compared with the current structure. A bibliography is appended. (SW)

ED 207 431 HE 014 359
Alaska High School Seniors Survey Report, 1979-80.

Alaska State Commission on Postsecondary Education, Juneau.
Pub Date—Jul 80
Note—46p.

Available from—Alaska Commission on Postsecondary Education, Pouch F, State Office Building, Juneau, AS 99811.
Pub Type—Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Aspiration, *College Choice, Comparative Analysis, Higher Education, *High School Seniors, *Out of State Students, *Postsecondary Education, Questionnaires, State Surveys, Student Mobility Identifiers—*Alaska, *Brain Drain

Public and private high school seniors from Alaska were surveyed in an effort to document the pattern of postsecondary education outside the state and to understand the underlying motivations of the "brain drain." For 1979-1980, 3,295 seniors responded (57 percent) to queries on their sex, race, primary home language, family income, academic rank, opinion on school experience, and postsecondary plans. Results include the following: Alaska high school students are generally satisfied with their high school experiences; a large number of seniors feel the need for additional assistance in mathematics skills and in deciding on a career or education; those seniors from households with annual incomes of over \$15,000 and those seniors ranking in the upper two quarters of their graduating class are the most likely to pursue postsecondary education; seniors from all four quarters of their graduating class who plan further schooling prefer schooling in states other than Alaska; school prestige and the availability of certain programs motivate seniors to seek education in another state; those seniors planning Alaskan postsecondary attendance have a strong preference for the University of Alaska-Fairbanks and the University of Alaska-Anchorage; the private proprietary schools and public vocational-technical schools (Alaska Business College of Anchorage and the Alaska Skill Center of Seward) attract numerous seniors; and a large number of seniors planning postsecondary education are also hoping for financial assistance. The 1979-80 Alaska High School Senior Survey is appended. (CC)

ED 207 432 HE 014 366

Buccelli, Pamela

A Competency-Based Clinical Chemistry Course for the Associate Degree Medical Laboratory Technician Graduate in a Medical Technology Baccalaureate Program.

Hahnemann Medical Coll. and Hospital, Philadelphia, Pa. Inst. for Learning.

Pub Date—[81]

Note—89p.

Pub Type—Guides - General (050) - Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Associate Degrees, *Bachelors Degrees, *Chemistry, *Clinical Experience, *Competency Based Education, Course Descriptions, Individualized Instruction, Medical Education, Medical Laboratory Assistants, *Medical Technologists, Science Instruction, *Special Degree Programs, Student Experience

Presented is a project that developed a competency-based clinical chemistry course for associate degree medical laboratory technicians (MLT) in a medical technology (MT) baccalaureate program. Content of the course was based upon competencies expected of medical technologists at career-entry as defined in the statements adopted in 1976 by the House of Delegates of the American Society for Medical Technology. The course was designed to enable medical laboratory technicians who have developed some, but not all, of the required skills of

a medical technologist to augment their knowledge and proficiency in specific units of study rather than complete the entire course. Following an introduction, description of the project and its methodology, appendices are presented on: competencies for MLT and MT students; objectives; pre-test and post-test; lecture outline; and learning experiences, which included the critical care laboratory, SMA 12/60 laboratory, special chemistry laboratory, toxicology laboratory, and endocrinology laboratory. It is suggested that because the primary purpose of competency-based instruction is to clearly define what the student is to learn and how mastery is to be demonstrated, the student must receive frequent assessment of progression toward defined goals. A bibliography is included. (LC)

ED 207 433 HE 014 368

Scherini, Rose And Others

Survey of Immigrant and Refugee Students at the University of California, Berkeley.

California Univ., Berkeley, Office of Student Research.

Pub Date—Oct 80

Note—45p.

Pub Type—Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Acculturation, *College Students, Cultural Differences, Educational Counseling, English (Second Language), Ethnic Groups, Higher Education, *Immigrants, Institutional Research, Language Aptitude, Minority Groups, *Needs Assessment, Questionnaires, *Refugees, School Orientation, *Student Adjustment, Student College Relationship, Student Needs, Student Personnel Services, Tutorial Programs Identifiers—Asians, *University of California Berkeley

Immigrant and refugee students at the University of California, Berkeley, were surveyed in spring 1980 to assess their needs. Of the 311 mailed questionnaires, 208 responses were received. The data were analyzed by language group, class level, and immigrant/refugee status. The major areas of difficulty for these students were the large amount of course work reading, relations with instructors and peers, and adjustment to U.S. society and institutions. The most frequently used campus services were the Financial Aid Office, the Student Information Center, and the Student Learning Center. For a list of possible new services, the respondents chose an information booklet for immigrants as most useful. They also frequently chose special orientation and special tutoring/advising services. Asian students reported greater use of existing services, and they anticipated greater usefulness of proposed services than did other language groups. Refugees (who are 50 percent Asian) reported slightly higher usage of services than immigrants. The total sample of immigrants and refugees used services such as the Counseling Center, Student Learning Center, and Financial Aid Office at a much higher rate than did the general campus population of new students. It is concluded that the most pressing need of these students is assistance with the difficult language and cultural adjustments. It is recommended that the university establish special orientation and advising services, including bilingual peer staff. A sample survey form is appended as is an assistant professor's letter of recommendations. (SW)

ED 207 434 HE 014 370

Application Statistics, 1980.

Council of Ontario Universities, Toronto. Research Div.

Report No.—ISBN-0-88799-140-8

Pub Date—Aug 81

Note—36p.; Not available in paper copy due to small print.

Available from—Council of Ontario Universities, Research Division, 130 St. George Street, Suite 8039, Toronto, Ontario, Canada M5S 2T4.

Pub Type—Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*College Applicants, *College Choice, *College Freshmen, Educational Background, *Enrollment Trends, Foreign Countries, Geographic Distribution, Higher Education, *High School Students, Majors (Students), Place of Residence, School Registration, School Surveys, Student Characteristics Identifiers—Canada, *Ontario

Summary statistics for fall 1980 application and registration patterns of applicants wishing to pursue

full-time study in first-year places in Ontario universities are presented. The number and percent of increase of applicants are presented for 1973 through 1980 for regular applicants and year five applicants (those who were registered during the 1979-80 academic year as full-time students in year five of an Ontario secondary school). Data are also presented on application and registration ratios, and active applications and registered applicants by specific university and category (year five, regular, and total). Each applicant indicated up to three choices of universities and programs and rated the order of preference for their choices. For each university, the percentage of applicants and registrants that selected it as first, second, and third choice is indicated. The number and percentage of active applications and registered applicants by academic discipline are indicated, along with the percentage of active applications by choice preference. Information is also presented on the previous status or placement of applicants, the geographic origin of active applicants for each university, the number and percentage of year five and regular applicants and registered applicants by age and sex, the number and percentage of applicants by country of citizenship and immigration status, and applicants and registered applicants by academic discipline and sex. (SW)

ED 207 435 HE 014 372

Garner, Walter L., Jr.

ACT Profiles of Louisiana State University-Baton Rouge Graduates and Selected Factors Which Affect Them. Research Report, Vol. 11, No. 2, July 1981.

Louisiana State Univ., Baton Rouge. Bureau of Educational Materials and Research.

Pub Date—Jul 81

Note—42p.; For related document, see ED 154 747.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Aptitude, *Aptitude Tests, Bachelors Degrees, Basic Skills, College Graduates, *College Students, Dropout Prevention, Higher Education, *Remedial Programs, *School Holding Power, State Universities, Student Attrition, Trend Analysis

Identifiers—*American College Testing Program, *Louisiana State University

Graduates of Louisiana State University-Baton Rouge (LSU-BR) were assessed in terms of their American College Testing (ACT) program scores and the factors that affect them. All LSU-BR graduates who were awarded the baccalaureate degree during the 1974-75, 1979-80, and 1980-81 academic years were studied. ACT scores were located for 59.1 percent (1,701) of the 1974-75 graduates, 63.5 percent (1,743) of the 1979-80 graduates, and 61.1 percent (1,770) of the 1980-81 graduates. The data indicate that declining ACT scores of LSU-BR enrollees should bottom out with the 1980-81 school year and show gains after that. It follows that declining ACT scores of LSU-BR graduates should also be turned around by the 1984-85 or 1985-86 school year. ACT scores indicate that up to one-half of the LSU-BR enrollees are not academically prepared for at least some of their regular freshman courses. Special efforts to help inadequately prepared students from 13.7 percent of the 1971-72 enrollees to 18.9 percent of the 1977-78 enrollees. The five-year program for academically unprepared students was begun at the beginning of the 1977-78 school year. Students in this program who do succeed in obtaining a baccalaureate degree are fairly evenly distributed among the school's colleges. It was also found that inadequate mathematics usage skills and inadequate reading skills are equally the leading academic cause for dropouts from the 1980-81 graduating class. Changes in Louisiana's ACT test population and taking the test more than once or in the junior year in high school are factors that affect trends in ACT scores. (SW)

ED 207 436 HE 014 374

Melchior, Gerinda S.

Coping With Curricular Change in Academe. The AIR Professional File No.9, Spring 1981.

Association for Institutional Research.

Spons Agency—EXXON Education Foundation, New York, N.Y.; Michigan Univ., Ann Arbor.

Report No.—AIR-9

Pub Date—81

Note—6p.

Available from—Association for Institutional Research, 314 Stone Building, Florida State University,

city, Tallahassee, FL 32306.
 Pub Type—Reports - Research (143)
 EDRS Price - MF01/PC01 Plus Postage.
 Descriptors—*Change Strategies, *College Administration, Conflict Resolution, Economic Factors, Financial Problems, Governance, *Government School Relationship, Higher Education, Institutional Research, Legal Problems, National Surveys, Organizational Climate, Political Influences, Problem Solving, *Retrenchment, Self Evaluation (Groups), *State Agencies, State Surveys

Identifiers—*Program Discontinuance

The involvement of state agencies in program discontinuance in higher education was studied, based on the responses of 46 agencies. It was found that 32 state agencies were actively involved in recommending, initiating, or enforcing actual discontinuances. The following eight categories of obstacles to program discontinuance were identified: legal aspects, interactive issues, economic issues, political issues, definitional shortcomings, attitudinal issues, procedural issues, and environmental issues. Among the strategies that were followed to cope with obstacles to program discontinuance were the following: announcing a new era that is advertised with a slogan such as "smaller and better"; developing program discontinuance guidelines; stimulating programmatic change via trade-offs (e.g., approving new programs without allocating additional funds); assisting in developing hiring ceilings; developing standards and norms for the purpose of lending objectivity to the decision-making process; and promoting the establishment of faculty retraining centers. A coping-process model and a time-order sequence for implementation are proposed, which consists of three phases: incentives to induce reduction, general coping devices, and rewards for the effective implementation of curricular retrenchment. Additionally, roles for the institutional researcher in the closure process may include the following: assist in conceptualizing a university-level program review process in line with the institution's degree of centralization or decentralization, and identify appropriate data and estimate the cost and time involved in retrieving and interpreting them. A bibliography is appended. (SW)

ED 207 437 HE 014 375

Stiehm, Judith Hicks

Bring Me Men and Women. Mandated Change at the U.S. Air Force Academy.

Spons Agency—Ford Foundation, New York, N.Y.; Russell Sage Foundation, New York, N.Y.
 Report No.—ISBN-0-520-04045-7
 Pub Date—81
 Note—348p.

Available from—University of California Press, 2223 Fulton Street, Berkeley, CA 94720 (\$19.95).
 Pub Type—Books (010) — Historical Materials (060)

Document Not Available from EDRS.

Descriptors—Change Strategies, *Coeducation, College Planning, *Females, Flight Training, Higher Education, *Military Schools, Military Training, Officer Personnel, Sex Differences, *Sex Discrimination, *Single Sex Colleges

Identifiers—*Air Force Academy CO, Institutional History

The planning and problems associated with the 1975 Congressional mandate calling for the integration of women into the U.S. Air Force Academy are described. The book examines how Air Force planners made decisions and whether their decisions were effective. Beliefs that were previously held inviolable—that upper body strength is important, that military women lose their femininity, etc.—had to be reevaluated. It is noted that the Air Force began planning several years before the Army and Navy, and that for the first year the dropout rate among women Air Force cadets was significantly lower than for women attending Annapolis or West Point. However, it is shown that the transition was not perfect, largely because women were first not allowed to fly planes and still are not allowed to fly in combat. It is argued that this situation, combined with women's physical limitations, made identical education impossible and led to a two-track approach when the planners realized that very few women would be allowed to become officers and now would participate in the core activity of their service, combat flying. It is concluded that women are denied full citizenship in the United States because they are prohibited from sharing fully in the practice of legitimate force. (LB)

ED 207 438 HE 014 381
 Inventory of Physical Facilities of Ontario Universities, 1980-81.

Council of Ontario Universities, Toronto. Research Div.

Report No.—ISBN-0-88799-141-6

Pub Date—Jul 81

Note—82p.

Available from—Council of Ontario Universities, Research Division, 130 St. George Street, Suite 8039, Toronto, Ontario, Canada M5S 2T4.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*College Buildings, Educational Facilities, Facility Guidelines, *Facility Inventory, Foreign Countries, Higher Education, *School Space, School Surveys, Space Classification, *Space Utilization

Identifiers—Canada, *Ontario

Information on physical facilities of Ontario, Canada, universities for 1980-81 is presented. Summary data are provided on all net assignable footage (NASF), by institution, for categories of space covered by the Council on Ontario University (COU) space standards and for categories of space to which the standards do not apply. Information is also presented on space scheduled for demolition, space that has been privately funded for construction, and space that was being rented as of November, 1980. The costs associated with this rented space for the 1980-81 fiscal year are included. Additionally, there is a detailed breakdown of all NASF, by institution, for each of the 20 space categories defined by the Subcommittee on Space Coding. A distribution of NASF by age and excluding rentals is presented, along with present institutional space requirements as measured by COU revised space standards by comparison to actual inventory. Additionally, an analysis of space generated and inventories by space type and a summary of space generated and space inventoried per full-time-equivalent student are presented. (SW)

ED 207 439 HE 014 382

Ontario Universities Statistical Compendium, 1970-71 to 1979-80, Part A, Macro-Indicators.

Council of Ontario Universities, Toronto.

Report No.—ISBN-0-88799-136-X

Pub Date—Jun 81

Note—64p.

Available from—Council of Ontario Universities, 130 George Street, Suite 8039, Toronto, Ontario M5S 2T4, Canada.

Pub Type—Numerical/Quantitative Data (110) —

Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Budgeting, College Faculty, Comparative Analysis, *Educational Finance, Evaluation Criteria, Expenditures, Fees, *Financial Support, Foreign Countries, *Full Time Equivalency, Full Time Faculty, Full Time Students, Higher Education, *Operating Expenses, Research Projects, *Resource Allocation, Universities

Identifiers—Canada, *Ontario

Macro-indicators concerning finances of Ontario universities for 1970-71 to 1979-80 are considered, along with supporting data that might be used to generate such indicators, and complementary analyses that might be used to enhance understanding of both indicators and data. Operating revenue in constant dollars has been identified per full-time-equivalent (FTE) student and per basic income unit (BIU). Viewed over time, and at the system level, this indicator measures the gains or losses in resources available to universities as a function of those holding professional rank. The percentage distribution of operating expenditures by Ontario universities is analyzed. Eight interprovincial comparisons are identified: provincial operating grants (including student aid) as a percent of provincial gross general (government) expenditure; provincial operating grants per \$1,000 of provincial personal income; and total university operating expenditure as a percent of provincial gross domestic product. Complementary analyses that provide additional information concern: percentage analysis of operating revenues by source of revenue, ratios of nonsalary expenditures to operating expenditures, ratios of BIU's to eligible FTE enrollment, and student/faculty ratios. (SW)

ED 207 440 HE 014 383

New Goals for Corporate Giving to Higher Education.

Council for Financial Aid to Education, New York, N.Y.

Pub Date—Apr 78

Note—11p.

Available from—Council for Financial Aid to Education, 680 Fifth Avenue, New York, NY 10019.
 Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Finance, Financial Support, *Fund Raising, *Higher Education, Income, *Industry, Objectives, *Private Financial Support, *School Business Relationship

Identifiers—*Corporations, Donors

The argument for corporations to make donations to colleges suggests that corporate support of education has failed to keep pace with the increase in educational costs, the level of corporate profits, and the rate of inflation. For example, corporate support of education in 1969 was at a level of 0.45 percent of corporate pre-tax net income. In 1976 it had declined to a level of 0.35 percent of corporate pre-tax net income even though giving in actual dollars increased in 1976 over 1975 by 22 percent. Giving had not kept pace with the increase in corporate profits. If corporations had been giving at the same percent of pre-tax net income in 1976 as in the late 1960s, their contribution to higher education would have amounted to roughly \$700 million. The amount actually provided was about \$550 million—21 percent less. Suggested goals for giving are based on the following calculations: (1) nationally, corporations devote 40 percent of their total contributions budget to higher education; (2) an annual goal might be based on the number of college-trained graduates hired during the year, or in 1976 about \$1,100 per college graduate entering business employment; (3) in order to reach the same share of educational support as in the 1950s, corporations could increase giving 7 percent each year, plus the inflation factor; (4) 1 percent of profits before taxes is a goal that has been modified appropriately for certain situations, such as insurance, banking, and extractive industries; and (5) 2 percent of profits before taxes for all giving is a goal recommended by the Commission on Private Philanthropy and Public Needs. (CC)

ED 207 441 HE 014 386

Raichle, Donald R.

From a Normal Beginning: The Origins of Kean College of New Jersey.

Pub Date—80

Note—432p.

Available from—Associated University Presses, Inc., P.O. Box 421, Cranbury, NJ 08512 (\$20.00).
 Pub Type—Books (010) — Historical Materials (060)

Document Not Available from EDRS.

Descriptors—College Students, Educational Development, *Educational History, Females, Higher Education, Political Influences, *Public Schools, *Schools of Education, Social Influences, *State Colleges, *Teacher Education, Teaching (Occupation), Urban Areas

Identifiers—Institutional History, *Kean College of New Jersey, Newark State College NJ, New Jersey, *Normal Schools

The birth and evolution of the Normal School that capped the extensive public school system in Newark in 1855 and became Kean College of New Jersey is described. Needed to supply the rapidly expanding schools with competent teachers, the early school reflected the character of the city and affected the development of Newark itself. The quality of the Newark schools, the city superintendents, the progressive nature of the city, and the teachers graduating from the Normal School are traced. It is shown that second only to the influence on the public schools, the Normal School made its contribution to the changing role of women. It is argued that the real significance of teaching is in the ways that it advanced the economic, intellectual, and social status of women, and that the Normal School played such a role. The history of the Newark Normal School is examined from the beginnings under a Protestant stronghold—hostile to German, Irish, and black minorities—to the realization of the ideal of universality. Political controls are also discussed, particularly as they shifted from city to state as the school developed first into a teachers college and finally to the current multipurpose state college. Emphasis is on an analysis of the students at the institution, from Newark Normal School to Newark State College to Kean College. (LB)

ED 207 442 HE 014 387

St. John, Edward P.

Public Policy and College Management. Title III of the Higher Education Act.

Pub Date—81

Note—278p.

Available from—Praeger Publishers, CBS Educational and Professional Publishing, 521 Fifth Avenue, New York, NY 10175.

Pub Type—Reports - Evaluative (142) - Books (010) - Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Case Studies, *College Administration, Government School Relationship, *Higher Education, *Management Development, Management Information Systems, *Management Systems, *Organizational Effectiveness, *Public Policy

Identifiers—Doane College NE, *Higher Education Act Title III, North Carolina Agricultural Technical State Univ, Saint Marys Junior College MN, Valencia Community College FL, Xavier University of Louisiana

Management development in higher education, particularly improvements in the capacity of institutions to generate viable future plans and to manage scarce resources, has become an increasingly important agenda item to administrators and policy-makers during the past decade. This book attempts to develop frameworks for improving management and information system interventions. Chapter 1 describes the study model, derived from theories of industrial organization and management, and compares this approach to predominant concepts of how college management can be improved. The context and conceptual basis for the study are detailed in Chapters 2 through 4, including (1) background on the Title III program and the concepts of college development that were evident in the policy arena during the period when the development model and the rationale for the structural approach used in the study. Chapter 5 examines the historical development of the case-study institutions. Chapter 6 explores the relationship between the management-improvement activities at the case-study institutions (Doane College, St. Mary's College, Xavier University, North Carolina A & T, and Valencia Community College) and the general model. The management-intervention framework, developed in Chapter 7, used data from the restudy to elaborate on the implications of the management information system intervention framework. The use of the general model for colleges and universities and implications of the research for public policy are examined in the last two chapters. Tables, figures, references, an index, and bibliographic notes on the case studies are provided. The case study institutions were considered exemplary by the U.S. Office of Education in their management and overall use of Title III funds. (Author/LC)

ED 207 443 HE 014 390

Saupé, Joe L.

The Functions of Institutional Research.

Association for Institutional Research.

Pub Date—Aug 81

Note—19p.

Available from—Association for Institutional Research, 314 Stone Building, Florida State University, Tallahassee, FL 32306.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Planning, Data Collection, Decision Making, *Higher Education, Information Dissemination, *Institutional Evaluation, *Institutional Research, *Policy Formation, *Research Design, Research Directors

The nature and purpose of institutional research (IR), forms of research, and the function of IR in the organizational structures of colleges and universities are examined. Institutional research is defined as research conducted within a higher education institution to provide information that supports institutional planning, policy formulation, and decision-making. It is argued that IR is essential to collegiate planning or policy formation. Institutional research office benefits include a capacity to comprehend, combine, and analyze data resulting from the several operational activities of the college or university. Responsibilities of such an office include: responding to national statistical surveys or requests for data or information, contacting the state agency for higher education on matters relating to institutional data, serving on relevant state-wide committees, collection and contributing to higher education periodicals, and contributing ad-

vice on planning and policy. Methods and techniques of IR are discussed in terms of the assumptions made, communications findings, research interpretation, information management, comparative analysis, data exchange, and modeling. Contribution of IR to planning, decision-making, and policy formulation are illustrated. (CC)

ED 207 444 HE 014 391

Graduate Student Incomes in Ontario, 1979-80.

Council of Ontario Universities, Toronto. Research Div.

Report No.—ISBN-0-88799-138-6

Pub Date—Jul 81

Note—37p.; Not available in paper copy due to marginal legibility of original document.

Available from—Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario M5S 2T4, Canada.

Pub Type—Numerical/Quantitative Data (110) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Classification, Endowment Funds, Enrollment Trends, Federal Aid, Fellowships, *Foreign Countries, *Full Time Students, *Graduate Students, Higher Education, Income, Private Financial Support, Scholarship Funds, School Surveys, *Student Financial Aid

Identifiers—Canada, *Ontario

Data on the financial support received in 1979-80 by full-time graduate students in each of four divisions within each Ontario, Canada, university are presented. Data are provided on: full-time graduate student enrollments by university and division; percentage of students in each income range by university for each division; percentage of students registered for all three terms in each income range by university, division, and by level (doctoral or other); percentage of students receiving income by source by university and division; contribution of each source of funds by percentage of total number of awards by university, division, and level (doctoral and all). Appended materials include definitions of sources of funds, including: Ontario fellowship/scholarship, federal awards, industrial and institutional awards, endowment funds, university teaching funds, university nonteaching funds, staff research grants, awards based on need, more than one source of funds, and more than one source including an award based on need. A classification of disciplines by division also is appended. (SW)

ED 207 445 HE 014 394

Gallin, Alice, Ed.

Purposes and Leadership.

Association of Catholic Colleges and Universities, Washington, D.C.

Pub Date—81

Note—54p.

Available from—Association of Catholic Colleges and Universities, Suite 770, One Dupont Circle, Washington, DC 20036 (\$2.00).

Journal Cit—Current Issues in Catholic Higher Education; v2 n1 Sum 1981

Pub Type—Opinion Papers (120) - Collected Works - General (020)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Catholic Schools, *Church Related Colleges, *College Presidents, *Governing Boards, Higher Education, Institutional Role, Religious Organizations, *Trustees

Purposes and leadership in Catholic higher education are discussed to promote further dialogue among members of the Association of Catholic Colleges and Universities on institutional roots, present institutional conditions, and future vision. Papers and authors include: Commentary on Bishops' Pastoral Letter on Catholic Higher Education (William J. Rewak); The Secularization of Western Culture and the Catholic College and University (Jude P. Dougherty, Desmond Fitzgerald, Thomas Langan, Kenneth Schmitz); The Catholic College Presidency—A Study (Louis C. Gatto); Trusteeship in the Church-Related College in the '80s (Richard T. Ingram); Emerging Corporate Models of Governance in Contemporary American Catholic Higher Education. (Martin J. Stamm). (CC)

ED 207 446 HE 014 395

Breland, Hunter M.

Assessing Student Characteristics in Admissions to Higher Education. A Review of Procedures.

Research Monograph Number 9.

College Entrance Examination Board, New York, N.Y.

Pub Date—81

Note—143p.

Available from—College Board Publications Orders, Box 2815, Princeton, NJ 08541 (\$10.95).

Pub Type—Reports - Descriptive (141) - Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Admission Criteria, Admissions Counseling, *College Admission, *College Applicants, Higher Education, Innovation, Measures (Individuals), *Personality Assessment, *Student Characteristics, *Student College Relationship, Student Interests, Student Motivation

Student characteristics such as character, motivation, personality, maturity, creativity and judgment are examined to evaluate the relative utility of various procedures used in college admissions, to suggest possible new ways to use these procedures, and to explore less common procedures. The basic structure of this review is taken from that of Willingham (1974), in which graduate school admissions procedures were analyzed with respect to reliability, validity, and acceptability. Acceptability covers such considerations as implementation, fairness, and public acceptance. Procedures examined include: biographical data, recommendations, interviews, interest measures, personality measures, and combined procedures. The following research activities are offered as suggestions for improving admission procedures: (1) a comprehensive questionnaire; (2) improved reference recommendation procedures; (3) improved interview procedures; (4) formal interest assessment; (5) paramorphic representations of judgments; (6) reliability of admissions procedures; (7) criterion development; and (8) development of new procedures to help solve admissions problems. Appendices include biographical data, recommendations, admissions interviews, interest measures, and personality measures. Tables, references, and an annotated bibliography are provided. (LC)

ED 207 447 HE 014 396

Halperin, Irving

Taking the Radical Risk: Diary of a San Francisco

State Professor.

Pub Date—[80]

Note—102p.

Pub Type—Opinion Papers (120) - Historical Materials (060)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Academic Freedom, Activism, Black Students, College Faculty, College Students, Curriculum Enrichment, *Demonstrations (Civil), Diaries, Dissent, Educational Objectives, Higher Education, *Humanism, *Literature Appreciation, Political Influences, School Boycotts, Social Problems, *Student Alienation, *Student College Relationship, Teacher Alienation, Teacher Attitudes, *Teacher Role

Identifiers—San Francisco State University CA, Vietnam War

Perspectives on the literature teacher's role and appropriate subject matter, educational objectives, and instructional methods are considered in light of campus unrest that occurred in the late 1960s at San Francisco State University. The value of studying works of literature in a time of violence and psychic numbing is addressed, and possible ways of teaching literature that would examine various elements of human experience, ranging from compassion to depersonalization, are questioned, and reference is made to the significance of the European Holocaust. American novelists and literature are cited relative to the question of how the experience of art can be used to promote student growth and development. The interest in Thoreau, Melville, and Faulkner during the period of social upheaval is analyzed. The needs of black and other minority students and changes in curricula and admission criteria, the personal experience of violence during the protests, and the social concern about the conditions in society, and largely the Vietnam War, are considered. The teacher's position in openly examining whether change is needed within the college, and the traditional right to peaceful public protest and honest dissent are examined. The issue of academic freedom in regard to the college president's instructions to faculty not to discuss the Indo-China War in the

classroom is noted. It is suggested that the study of literature can help promote understanding of the human condition and, that for a literature teacher, a personal goal is to teach the importance of being human. (SW)

ED 207 448 HE 014 397
Lisack, J. P.

Postsecondary Education in Indiana. A Summary Report with Recommendations. Part Four of a Four-Part Study. Manpower Report 81-3. Purdue Univ., Lafayette, Ind. Office of Manpower Studies.

Spons Agency—Lilly Endowment, Inc., Indianapolis, Ind.
Pub Date—1 Jul 81

Note—73p; For related documents see report conducted for the Indiana Conference of Higher Education.

Available from—Office of Manpower Studies, Purdue University SCC-A West Lafayette, IN 47907 (\$2.50).

Pub Type—Numerical/Quantitative Data (110) — Reports — Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Academic Ability, *Adult Students, College Entrance Examinations, *College Students, Declining Enrollment, Educational Status Comparison, *Enrollment Influences, Higher Education, *Postsecondary Education, *State Action, State Surveys, Statistical Analysis

Identifiers—*Indiana

Major findings and recommendations for postsecondary education in Indiana are presented. Topics discussed include enrollments, postsecondary participation rates, College Board admission test results, educational attainments of the Indiana adult population, characteristics and plans of Indiana high school seniors, characteristics and plans of college freshmen based essentially on national norms, and some relationships between higher education and the Indiana economy. The following recommendations are among many discussed: Postsecondary program/course information, applications, admissions, tutoring, counseling, and other services should be specially designed and provided on a continuing basis for those who have delayed continuing their education. Twelfth grade enrollments are declining; efforts should be made to decrease the high school dropout rate, decrease the number of good students who leave the state to study elsewhere, and increase the interest and motivation of academically qualified student to pursue college. It is recommended that the assumption be accepted that Indiana high school graduates are as capable academically as those from other states to continue their postsecondary studies successfully. Educational institutions and agencies should determine why Indiana's adult population is less well educated at the postsecondary levels than are adults in the Midwest and nationally. (CC)

ED 207 449 HE 014 398
Roe, Judith

The Response of Higher Education to Women's Inequality.

Pub Date—3 Oct 80

Note—16p; Paper presented at Annual Meeting of the Indiana Academy of Social Sciences (North Manchester, IN, October 3, 1980).

Pub Type—Speeches/Meeting Papers (150) — Guides — Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Administration, College Admission, *College Faculty, *College Students, Comparative Analysis, Faculty Promotion, *Females, Higher Education, Males, Salary Wage Differentials, Sex Bias, *Sex Discrimination, Status, Women Faculty, Women's Athletics

The status of academic women is compared with that of men to determine whether discriminating practices and resulting inequality for women continue to exist. Current scientific periodicals, monographs, and books were searched, and the most recent statistics are presented. Results are discussed in terms of admissions, enrollment and degrees earned, faculty members, college administrators, trustees, salaries, fringe benefits, commencement speakers, financial aid, women's studies, sexual harassment, sports participation, leadership positions, and programs to meet special needs of women students. Findings show recent gains by women in higher education such as increases in enrollment, degrees earned, in women's studies programs, sports participation, and special programs for women. However, discrimination in all of these and other

areas continues. Sexual harassment of female students is prevalent. Women faculty are employed in lower teaching levels, and their salaries are less than men's salaries. Recommendations include: (1) further research on academic women at national, state, and regional levels; (2) incentives for change to individuals, departments, and institutions; (3) elimination of institutional policies, practices, rules, and regulation that hinder women's educational progress; (4) new services, such as child care, reentry counseling, and adequate campus security; and (5) frequent review of progress. (CC)

ED 207 450 HE 014 399
Rogers, George W., Jr.

Nontraditional, Female, Commuter Students: Coping with College.

Pub Date—[81]

Note—9p.

Pub Type—Reports — Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Students, *Coping, Family Counseling, *Females, Higher Education, *Nontraditional Students, Relaxation Training, *Student Adjustment, *Student Personnel Services, Test Anxiety, Womens Studies

The unique needs of nontraditional, female, commuter students at Northern Kentucky University were examined as a result of active recruitment of nontraditional students in the dwindling market for traditional college students. Women over the age of 25 are entering Northern Kentucky University, bringing unique personal and career problems. Problem areas include: (1) an undue amount of self-inflicted pressure to have all A grades, (2) test anxiety, and (3) a lack of emotional and/or physical support from family members. Northern Kentucky University is attempting to be supportive by offering counseling on realistic academic goals for persons whose academic skills may be rusty from lack of use; on reduction of test anxiety through rational-emotive therapy, relaxation training, systematic desensitization, and the Learning Assistance Center with reading, writing, mathematics, and study skill tutoring; and on family support of the female returning to the campus. A family meeting or council may be necessary as a period of exchanging ideas and as a time to outline goals, dreams, and the need for family support. It is argued that the nontraditional student needs an extensive period of orientation to college with an emphasis on setting realistic academic goals. In addition, campus support groups and counseling groups may be useful for intervention with possible family difficulties resulting from this quest for higher education. The students who can take hold of their lives, realistically evaluate their skills and capabilities, and utilize campus resources can probably overcome most adversities and make their college experience both positive and fruitful. (CC)

ED 207 451 HE 014 401
Chacon, Fabio J.

A Course Evaluation System in an Open University.

Pub Date—Jul 81

Note—154p; M.Ed., Pennsylvania State University. For related document see HE 014 358.

Pub Type—Tests/Questionnaires (160) — Dissertations/Theses — Masters Theses (042)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—College Instruction, *Course Evaluation, Course Objectives, Evaluation Criteria, *Evaluation Methods, Evaluative Thinking, Higher Education, *Independent Study, Models, *Open Universities, Outcomes of Education, Textbook Evaluation

Identifiers—*Universidad Nacional Abierta of Venezuela, Venezuela

A model is presented for response to evaluating instruction in a university based on the teaching-at-a-distance concept. Technically appropriate and operationally viable, this model is applied to the National Open University of Venezuela (UNA). The model is based on two principles of educational evaluation: (1) the concept of evaluation as a supporting activity for decision-making, by providing the adequate information to each decision level and for each type of decision; and (2) the idea that evaluation has to be responsive to the concerns, needs, and specific situation of the intended audiences. Chapter I reports the purpose of the study, the conceptual framework, the institutional context, evaluation "hypotheses" and the research organization. Chapter II reviews the literature with focus on the Open University, an evaluation of instructional

systems and a summary of requirements for the course evaluation system (CES). Chapter III presents the method and design examining such areas as evaluation stages, evaluation criteria, guidelines for reporting, and recommendations. Recommendations focus on UNA action necessary to implement the model such as initiating the model through an institutional seminar. Appendices include: the questionnaire for the evaluation of course plans, questionnaire for the evaluation by experts of texts and study guides, questionnaire for the evaluation of audiovisual programs, and a student survey of the local center services. (LC)

ED 207 452 HE 014 402
Hartnett, Richard A.

Collective Bargaining and the Concept of Autonomy in the National Autonomous University of Mexico.

Pub Date—15 Aug 81

Note—17p; Paper presented at the Annual Meeting of the American Education Research Association: Special Interest Group on International Studies (Los Angeles, CA, April 15, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports — Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Collective Bargaining, College Administration, College Faculty, *College Governing Councils, Constitutional Law, Contracts, Educational Legislation, *Faculty College Relationship, Foreign Countries, Governance, Higher Education, *Institutional Autonomy, *Labor Legislation, Legal Responsibility, Negotiation Agreements, Political Influences, Teacher Employment, *Unions

Identifiers—Collegiality, Mexico, *National Autonomous University of Mexico

Major issues concerning the negotiation of a collective bargaining contract on February 1, 1981, at the National Autonomous Associations of Academic Personnel of the University (AAPAUNAM), the first legally authorized bargaining agent of the faculty. The contract was negotiated under terms of the recently enacted amendments to the federal constitution of Mexico. Legislation of 1929, 1933, and 1945 also is also reviewed because it defines the university as an autonomous public corporation, with full legal powers. The University Council was established by law as the supreme authority within the institution. Composed primarily of faculty and students elected by peers, and upper echelon administrators, the council was empowered to make final decisions on all important academic matters, select the rector (the equivalent of a university president in the United States), and determine the conditions of employment for faculty and academic personnel. The labor status of the university's academic personnel was clarified in the 1980 amendments to the federal constitution and the Federal Labor Law. Autonomy was substantially preserved and very little collegial authority was bargained away or delegated to the union. The University Council remains as the supreme academic authority. In negotiating this contract, which expires in 1982, many compromises were made not only between labor and management, but between the rival unions. The nature of these conflicting interests, which have political significance, is considered. (SW)

ED 207 453 HE 014 403
Working on the Urban Campus.

American Association of State Colleges and Universities, Washington, D.C. Urban College and University Network.

Pub Date—Sep 81

Note—14p; Photographs will not reproduce clearly.

Journal Cit—Connections; v3 n4 Sep 1981

Pub Type—Reports — Descriptive (141) — Collected Works — Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Standards, Adult Students, College English, *College Faculty, College Students, Diaries, Educationally Disadvantaged, Higher Education, *Part Time Employment, *Part Time Faculty, Teacher Attitudes, *Teaching (Occupation), *Urban Universities

Identifiers—Northern Virginia Community College, University of Akron OH

The role and status of adjunct professors are examined by exploring advantages and disadvantages of part-time teaching. The urban university, the inner city college student, attrition, and large-scale team leadership development in the university are discussed. The diaries of an inner city career-ori-

ented students are presented. A feature dialogue between two adjunct faculty members who work in New York City (Joseph Salemi and Donna Wolf) is followed by other personal accounts of the academic workplace (Steven J. Diner, Frieda Stillerman, Corrine McArdle, Merle O'Rourke Thompson, and Sandra Hawley). A Team Leadership Development program at the University of Akron is described. It is suggested that adjuncts become experts in teaching composition often because that's all they teach; that in some institutions adjuncts try to maintain standards and standardize expectations; and that it is important to train new adjuncts to the particular expectations of the institution in which they teach. A brief bibliography of ERIC resources is included. (CC)

ED 207 454

HE 014 404

Smelser, Neil J. Content, Robin
The Changing Academic Market: General Trends
and a Berkeley Case Study.

Pub Date—23 May 80

Note—198p.

Available from—University of California Press,
2223 Fulton Street, Berkeley, CA 94720 (\$19.50).
Pub Type—Reports - Descriptive (141) — Books
(010) — Historical Materials (060)

Document Not Available from EDRS.

Descriptors—Administrator Selection, Affirmative
Action, Case Studies, *College Faculty, Depart-
ments, Educational History, Employment Oppor-
tunities, *Faculty Recruitment, Futures (of
Society), Higher Education, Job Applicants, Labor
Conditions, *Labor Market, *Personnel
Policy, Recruitment, Sociology, *Teacher Selection,
Trend Analysis

Identifiers—*University of California Berkeley

The new dynamics of the academic marketplace and, in particular, the processes of recruitment are examined in the context of political and legal demand for affirmative action. Described is the way the sociology department at the University of California, Berkeley, carried out its search for three junior faculty in 1975-76. In assessing the Berkeley experience and more general trends in hiring, it is suggested that the traditional collegial network has survived into the 1970s, although it has been eroded by the increased bureaucratization and politicization of academic recruitment. Areas examined include: general contours of an academic market; market dynamics (selected theoretical and historical themes); organizational responses to the new market conditions; some relevant departmental history; devising a rationale recruitment plan; and an analysis of the pool of candidates. The final chapter offers recommendations for handling the present and future market conditions. It is suggested that efforts be made to improve the knowledge of future trends in demand and supply and that responsible organizations develop mechanisms so that these trends can be taken into account in setting admissions policies. Appendices include: guidelines for evaluating candidates; personnel committee faculty evaluation form; and a candidate information form. An index is provided. (LC)

ED 207 455

HE 014 410

Plan for the American Open University.

University of Mid-America, Lincoln, Neb.

Pub Date—Jul 81

Note—109p.

Available from—University of Mid-America, Terminal Building, 941 "O" Street, Lincoln, NE 68508.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Access to Education, *Adult Students, *College Credits, Continuing Education, Delivery Systems, Experimental Colleges, Higher Education, Innovation, *Nontraditional Education, *Open Universities, Part Time Students, Prior Learning, Telecommunications, *Work Experience

Identifiers—*American Open University NE, *Distance Teaching, Mission Statements, University of Mid America NE

The plan for the University of Mid-America to establish the autonomous, fully accredited American Open University (AOU) is presented. AO, a university for working adults who wish to study part-time, will utilize modern communications technologies and methods of distance education. The American Open University will be a nationwide system that will provide educational opportunities for adults who are unwilling or unable to participate in conventional programs. The AO, programs will

supplement those of conventional institutions by providing a curriculum for each degree that students can complete through testing and transfer services along. A program of AO, sponsored instruction will be offered in each degree program for students requiring additional course work to complete the degree. These courses will be made available to students through innovative delivery techniques that utilize the mails, various communication media, and the network of local study centers created by AO. AO, will award credit for learning through transfer of credits from other institutions, through standardized examinations, and through assessment of learning from experience. Credit will also be awarded for military occupation specialties and for noncollegiate courses approved for credit by the American Council on Education. It is argued that American adults need continuing access to educational opportunities so that they can keep pace with the changes in society. A summary of AO, programs and services is attached. (CC)

ED 207 456

HE 014 412

Phippis, Rita

Towards a Holistic Theory of Adult Education:
Academic-Skills-Deprivation, Cause and Cure.

Pub Date—Jun 81

Note—23p.

Pub Type—Information Analyses (070) — Opinion
Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Failure, Adult Development, *Adult Students, *Childhood Attitudes, Children, Cognitive Development, Elementary School Students, Individual Development, Learning Motivation, *Learning Theories, *Low Achievement, Postsecondary Education, *Remedial Programs, *Self Concept, Student Attitudes

Identifiers—*Holistic Approach

A theory concerning low achievement of student that applies to adult education is developed, based on an interconnection between cognitive and affective domains. A holistic picture of what happens to students may be gained from Piaget's theory of intellectual development, Bloom's hierarchy of cognitive abilities, theories proposing that what students believe or think influences their behavior and self-concept, and theories of learning motivation. Non-cognitive factors that affect motivation may include learning style, achievement anxiety, and locus of control. Some hypothetical first-grade children's profiles and the possible outcomes are considered, and it is suggested that it is not simple to discern the cause of a child's failure as a student. If a child experiences an inability or a lack of desire or an active aversion to learn reading when it is required to do so and is called stupid, the child may develop self-concepts of being a bad student and feel unable to succeed. A child in elementary school may be thought of as going through an acute or onset stage of academic-skills-deprivation if he does not learn the required academic skills. Maladaptation to the requirements of the school may be the cause of adult students who have academic-skills-deprivation. The adult can live with the concept of self as a poor student if the adult develops other compensatory skills: people skills, or special interest skills. Those adults who have never been able to develop compensatory skills are without means to develop self-esteem. The academically unprepared adult who has compensated will need remedial assistance in post-secondary education while the adult who has not compensated also will need counseling and personal help. A bibliography is appended. (SW)

ED 207 457

HE 014 414

Duryea, E. D.

The Corporate Authority of Governing Boards of
Colleges and Universities at the Turn of the
Century: A Review of Statutes and Court Decisions.

State Univ. of New York, Buffalo. Dept. of Higher
Education.

Report No.—SUNY-OP-9

Pub Date—May 81

Note—88p.

Available from—Department of Higher Education,
Faculty of Educational Studies, State University
of New York at Buffalo, Buffalo, NY 14260.

Pub Type—Historical Materials (060) — Opinion
Papers (120) — Legal/Legislative/Regulatory
Materials (090)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Comparative Analysis, *Court Litigation,
Educational History, *Governance, Govern-
ing Boards, Higher Education, *Institutional
Autonomy, *Private Colleges, *State Colleges

The American system of higher education governance is examined by exploring the corporate authority of governing boards at the turn of the century, from the 1880s to World War I, to establish a baseline from which to evaluate changes in this authority resulting from the changing role of federal and state governments in higher education since World War II. The sample used included 17 public and 10 private randomly chosen colleges and universities. Data sources included general governance references, surveys of court decisions bearing on higher education, general histories, legislative statutes and constitutional provisions establishing public colleges and universities, charters for private institutions, pertinent decisions by federal and state courts, and journals and books published from 1880 to 1915. The most obvious finding was an affirmation of the legal distinction between public and private sector institutions. Findings showed that private boards benefited from an institutional autonomy associated with their position as a private corporation, subject primarily to constraints in their charters (which were uniformly quite brief), to due process and reasonableness, and to governmental policies designed to maintain a governmental conception of the public good. Public boards varied from those for the eight or nine constitutionally established universities, which held a position conceived of as a fourth branch of state government, to the statutory colleges and universities that were bound to legislative will. However, except for the special situations that reached the courts, in general practice, public sector governing boards were accorded the position of relatively autonomous agencies staffed by members serving as private individuals rather than governmental officers. (CC)

ED 207 458

HE 014 418

Dashill, Dick

Report on the Annual Meeting of the American
Association of University Professors (67th,
George Washington University, Washington,
D.C., June 12-13, 1981).

National Education Association, Washington, D.C.

Pub Date—13 Jun 81

Note—21p.

Available from—National Education Association,
1201 16th Street, NW, Washington, DC 20036.

Pub Type—Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Collective Bargaining, *College
Faculty, Creatonism, *Educational Finance,
Higher Education, *Professional Associations,
Science Curriculum, *Teacher Salaries, Two Year
Colleges, Universities

Identifiers—*American Association of University
Professors

Membership, finances, general fund budgets, collective bargaining, state conferences, the Equal Rights Amendment, public school science, salaries, tenure, the Moynihan award, and the Reagan budget cuts were addressed at the 67th Annual Meeting of the American Association of University Professors (AAUP). The Reagan Administration's proposed budget cuts are condemned for jeopardizing equal opportunity and access to education. Active AAUP membership as of June 11, 1981, totaled 66,774, an increase of 9,612 since January 1981. The AAUP budget moved from a large deficit in 1979 to a surplus in 1980, and a surplus is projected for 1981. AAUP chapters at 57 institutions consisting of 104 campuses, hold collective bargaining rights. The association's chief targets for winning bargaining elections in the coming year are the Twin Cities campus of the University of Minnesota with more than 2,200 faculty, and the 19-campus California State College and Universities System with some 21,000 faculty. The 44-member assembly of state conferences criticized the difficulty of enrolling younger faculty members due to competition from the National Education Association and the American Federation of Teachers. The assembly succeeded in establishing a reduced membership fee for nontenured faculty for the first two years of academic employment. The AAUP unanimously adopted a resolution calling on state governments to reject "creation-science" legislation that requires "balanced treatment" of "creation-science" and evolution in public schools. AAUP statistics show that the average salary of instructional personnel from universities to two-year colleges for 1980 to

1981 was \$23,650. (CC)

ED 207 459 HE 014 419

Lonsdale, A. J. Williamson, J. C.
Impact Study: Staff Perceptions of Their Professional Lives. Occasional Papers No. 4.
 Western Australian Inst. of Tech., Perth.
 Pub Date—Jul 80
 Note—26p.

Available from—Western Australian Institute of Technology, Bentley, West Australia 6102.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.
 Descriptors—Career Ladders, *College Faculty, Educational Resources, Employment Practices, Faculty College Relationship, *Faculty Workload, Foreign Countries, Higher Education, Institutional Research, *Job Satisfaction, Noninstructional Responsibility, *Personnel Policy, *Promotion (Occupational), Retrenchment, *Teacher Morale, Teacher Responsibility, *Technical Institutes

Identifiers—*Western Australian Institute of Technology

The impact of external and internal factors on the professional lives of lecturers in two schools at the Western Australian Institute of Technology was studied in 1979. The study sought to determine the effects of social, economic, and political factors affecting higher education, including declining funds, and fluctuating student demand for higher education. Lecturers from the Schools of Applied Science, and Business, and Administration were interviewed. Almost all respondents indicated that their workload had increased over the past several years, resulting from increased class sizes, continuous assessment, postgraduate teaching, and other factors. The majority indicated that there had been a progressive deterioration in the provision of resources necessary to support the teaching process, particularly in the library. All respondents but one reported increased involvement in administration, often without compensatory time allowances. Almost half of the respondents perceived staff morale to be lower in late 1979 than for the previous five years, due to such factors as workload, confusion over institutional reward systems, and openness of communication at various levels. All respondents perceived virtually no prospects for promotion in the near future and favored the introduction of a new career progression scheme, with clear, consistent, and public criteria for progression. Despite the increasing emphasis on research, all respondents indicated that they lacked time for research pursuits. There was strong view that a three to five year contract period should be available. (SW)

ED 207 460 HE 014 426

Peabody, Shelly Ann And Others
A Survey of Academic Advising Models Used by Maryland State Public Institutions of Higher Education. Research Report No. 4-80.

Maryland Univ., College Park. Counseling Center.
 Pub Date—80

Note—7p; Partially funded by the University of Maryland Undergraduate Advisement Center.

Available from—University of Maryland, Office of Vice Chancellor for Student Affairs, Counseling Center, College Park, MD 20742 (\$1.50).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Advising, *Administrative Policy, Centralization, College Faculty, College Students, *Counseling Services, *Faculty Advisers, Higher Education, State Colleges, State Surveys, Student Personnel Services

Identifiers—*Maryland

In an attempt to develop a coordinated, statewide plan to improve academic advising, a survey of the services provided by 25 public institutions in Maryland was conducted. Respondents from 23 of the 25 institutions returned the questionnaire, nine from four-year colleges and 14 from two-year colleges. Data were analyzed by percentages and chi square tests at the .05 level. Sixty percent of the institutions said they had a written document describing their academic advising policies. The documents most often dealt with the issues of who did the advising, who was the responsible coordination person, and the relationship of advising services to other support systems on campus. Respondents indicated that 40 percent used a centralized academic department, and 15 percent specified they had a mixed model of faculty members and professional staff. Only one institution in the four-year college groups used graduate assistants as advisors. Other issues related

to advising and the implications for a statewide improvement effort are discussed briefly. (Author/LB)

ED 207 461 HE 014 434

Sedlacek, William E. Masters, Michael D.
Student Types: Male and Female Changes Over a Decade. Research Report No. 14-80.

Maryland Univ., College Park. Counseling Center.
 Pub Date—80

Note—10p.

Available from—University of Maryland, Office of Vice Chancellor for Student Affairs, Counseling Center, College Park, MD 20742 (\$1.50).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Students, Comparative Analysis, *Females, Higher Education, Institutional Research, *Males, School Surveys, *Self Concept, *Sex Differences, State Universities, *Student Characteristics, Trend Analysis

Identifiers—*University of Maryland College Park

A sample of University of Maryland, College Park, undergraduates from 1969 was compared to one from 1979 on the "type" of student they considered themselves to be, based on the Clark-Trow model. Compared to 1969, in 1979 there were fewer Collegiate types (8 percent vs. 26 percent), more Academic types (34 percent vs. 20 percent), and more Vocational types (43 percent vs. 35 percent), but about the same percentage of Nonconformist types (15 vs. 19 percent). Differences by sex varied greatly between 1969 and 1979. While more females than males were Collegiate in 1969 (33 percent vs. 18 percent), there were no differences in male and female Collegiates in 1979, and their percentages had dropped to 8 percent. A much larger percentage of males than females were Vocational in 1969 (44 percent vs. 28 percent), compared to 1979 (male 47 percent, female 40 percent). There were also relatively more female than male Academic types in 1969 (24 percent vs. 17 percent) than in 1979 (female 35 percent vs. male 32 percent). Explanations of the types and implications of the results are discussed. It is suggested that in the 1980s women students may see themselves in very much the same way as men do. (Author/LB)

ED 207 462 HE 014 435

Masters, Michael D. Sedlacek, William E.
An Evaluation of a Staff Development Exercise at the 1980 American College Personnel Association Convention. Research Report No. 15-80.

Maryland Univ., College Park. Counseling Center.
 Pub Date—80

Note—7p.

Available from—University of Maryland, Office of Vice Chancellor for Student Affairs, Counseling Center, College Park, MD 20742 (\$1.50).

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Conference Papers, *Conferences, Counseling, Evaluation Methods, Higher Education, National Organizations, Professional Associations, *Program Evaluation, *Public Speaking, Speeches, *Student Personnel Workers

Identifiers—*American College Personnel Association

*Preparative Evaluation

The organized experience of the Testing, Research and Data Processing Division of the University of Maryland, College Park, Counseling Center of attending a national convention and making presentations is discussed and evaluated. In evaluating the various aspects of the experience, participants agreed that "debugging" their presentation with the members of the presentation team, working on their presentation in staff meetings, and a dress rehearsal in staff meetings were all helpful to them; and that the entire organized effort was worth the time and energy, and was worth repeating. The staff rated the American College Personnel Association convention in terms of quality, overall level of program presentations (style and preparedness), overall content of the programs, and as a whole experience (i.e., a rating of three on a five-point Likert scale, ranging from poor to excellent). Some changes recommended for future conventions included: more moderate prices overall; scheduling free time throughout the day; more emphasis on counseling in program content; higher quality of program content, preparation, and delivery; and more exhibits by publishers. (Author/LB)

ED 207 463

HE 014 436

Magoon, Thomas M.

Student Life and the Task of Counseling in Colleges and Universities in the 1980s. Research Report No. 17-80.

Maryland Univ., College Park. Counseling Center.
 Pub Date—80

Note—24p; Paper presented at the Counseling Seminar, Japan Association of Student Counseling (Tokyo, Japan, November 1980).

Available from—University of Maryland, Office of Vice Chancellor for Student Affairs, Counseling Center, College Park, MD 20742 (\$1.50).

Pub Type—Reports - Research (143) — Speeches - Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Counselors, Educational Trends, Higher Education, Models, Reentry Students, Student Characteristics, *Student College Relationship, Student Needs, *Student Personnel Services, Trend Analysis

Identifiers—*University of Maryland College Park

Several topics confronting college counseling and student affairs personnel in the 1980s are presented, including: (1) recent collegiate trends focusing on students, institutions, and their student services; (2) counseling centers' place in higher education; (3) different models of college counseling centers; (4) trends in college counseling services; and (5) challenges for college counselors. Among the trends discussed are the increasing numbers of "returning," minority group, disadvantaged, international, and disabled students. Implications for curricula and institutional policies are noted. It is observed that more specialized services for the heterogeneous student body have been created and that older, established services may have been modified or even abolished. The role of counseling centers within institutions is shown to be a function of administrative stability and authority, the relationship with the student personnel administrator, and the center's own goals. Models of counseling centers described include those with educational-educational, emotional-social, or educational skills case loads. Trends in counseling service activities indicate more severe presenting problems, more services for returning students, more vocational/career counseling, etc. Challenges are summarized in terms of concern for consumers, the problem of becoming habituated, the problem of vocational counseling, and implications for counseling of student development concepts. Recommendations are provided for senior interviews (pre-graduation) and for learning about students' hierarchy of help-givers. (LB)

ED 207 464 HE 014 437

Martinez, Alyce Sedlacek, William E.
A Profile of 1980 Entering Freshmen at the University of Maryland, College Park. Research Report No. 2-81.

Maryland Univ., College Park. Counseling Center.
 Pub Date—81

Note—17p.

Available from—University of Maryland, Office of Vice Chancellor for Student Affairs, Counseling Center, College Park, MD 20742 (\$1.50).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Aspiration, *College Choice, *College Freshmen, Comparative Analysis, Expectation, Higher Education, Institutional Research, Occupational Aspiration, Reputation, *Student Attitudes, *Student Characteristics, Student Costs, Student Motivation

Identifiers—*University of Maryland College Park

A representative sample of 987 entering freshmen (45 percent male and 55 percent female) at the University of Maryland, College Park (UMCP), were surveyed regarding their attitudes and demographic characteristics during two-day summer orientation sessions. The typical UMCP freshman was from an upper-middle class home, earned at least a B average in high school, and was optimistic in his or her expectations of academic and social life at college. The typical freshman planned to live in the university residence halls and expected to become involved in student activities, but did not plan to work during the school year. Thirty-three percent of the students surveyed stated that getting a better job was their main reason for going to college. UMCP in particular was chosen mostly for its good academic reputation (by 29 percent of the students) and its low tuition (14 percent). It was the initial choice of school for most of those surveyed; 55 percent indicated UMCP as their first choice and 24 percent as their second choice. Compared to na-

tional norms, the 1980 freshman class at UMCP was similar to entering freshmen at other public universities. A shared concern was their ability to finance their college education. Demographically, the UMCP sample was slightly different from the national sample in that it included somewhat more minority students and was somewhat more affluent. (Author/LBL)

ED 207 465 HE 014 438

Knight, G. Diane Sedlacek, William E.
Status of Recent Male and Female College Graduates. Research Report No. 5-81.

Maryland Univ., College Park. Counseling Center. Pub Date—81

Note—16p.; Partially supported by the Computer Science Center, University of Maryland, College Park.

Available from—University of Maryland, Office of Vice Chancellor for Student Affairs, Counseling Center, College Park, MD 20742 (\$1.50).

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Career Planning, *College Graduates, Comparative Analysis, Employment Opportunities, Females, Graduate Surveys, Higher Education, Institutional Research, *Job Satisfaction, Males, Participant Satisfaction, *Salary Wage Differentials, *Sex Differences, Student Personnel Services

Identifiers—*University of Maryland

A survey of 542 recent graduates of the University of Maryland, College Park, indicated many significant differences between males and females. More males (71 percent vs. 64 percent) reported professional managerial or technical occupations, while more females (25 percent vs. 12 percent) reported clerical-sales positions. Seventy-five percent of those working in education were women, while 62 percent working in large business organizations were men. Males employed full time reported significantly higher mean salaries (\$14,087 vs. \$10,411) across all occupational areas. While males and females reported satisfaction with their educational experiences, males were more satisfied with their career planning than females. Men and women used university career planning services to the same degree. Three recommendations for career planning for women are presented: (1) career planning should start in the freshman year or earlier; (2) career planning should involve established academic structures as well as student services; and (3) career planning beyond graduation should be emphasized. (Author/LB)

ED 207 466 HE 014 442

Garfin, Molly. Comp. And Others

Directory of Faculty Contracts and Bargaining Agents in Institutions of Higher Education.

City Univ. of New York, N.Y. Bernard Baruch Coll.

National Center for the Study of Collective Bargaining in Higher Education and the Professions.

Pub Date—Jan 81
Note—87p.

Available from—National Center for the Study of Collective Bargaining in Higher Education and the Professions, Baruch College, City University of New York, 17 Lexington Ave., New York, NY 10010 (\$10.00).

Pub Type—Reference Materials - Directories/Catalogs (132) — Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Collective Bargaining, *College Faculty, Comparative Analysis, *Contracts, Contract Salaries, Faculty College Relationship, Faculty Organizations, *Higher Education, *Negotiation Agreements, Private Colleges, State Colleges, *Unions

Identifiers—Canada, United States

Presented is the directory of faculty contracts and bargaining agents in institutions of higher education, which as of December 31, 1980 consisted of 427 faculty unions who are certified as recognized bargaining agents, with more than 359 collective bargaining agreements in effect. Approximately 68 of these agents have either chosen not to negotiate a collective agreement or are still working toward their initial contract. The number of campuses now covered by collective bargaining agreements is in excess of 700. Sections include: an introduction that examines unionization among faculty, 1980; faculty contracts and bargaining agents, U.S.; faculty collective bargaining at Canadian universities; summary of elections, U.S.-1980; no agent votes; and

statistics. Tables include: public and private institutions recognized as bargaining agents; public and private institutions which have contracts with bargaining agents; analysis of bargaining agents and collective bargaining agreements; geographic distribution of bargaining agents and contracts; and status of state collective bargaining legislation. An alphabetical list of U.S. and Canadian institutions is also provided. Among the conclusions are: 1980 must be considered as a year in which public sector higher education collective bargaining continued to grow at a stabilized annual rate while private sector bargaining lessened; New York State continues to lead the nation in terms of number of unionized colleges with 53 contracts; California remains second with 43 contracts. (LC)

ED 207 467 HE 014 444

Clark, W. Zsigmond, Z.

Job Market Reality for Postsecondary Graduates.

Employment Outcome by 1978. Two Years after Graduation.

Canada Dept. of Supply and Services, Ottawa (Ontario).

Report No.—ISBN-0-660-10825-9

Pub Date—Mar 81

Note—54p.

Available from—Canadian Government Publishing Centre, Supply and Services Canada, Ottawa, K1A 0S9 Canada (\$10.00 Canada, \$12.00 others).

Pub Type—Reports - Descriptive (141) — Numerical/Quantitative Data (110) — Tests/Questionnaires (160)

EDRS Price - MF02/PC22 Plus Postage.

Descriptors—Classification, *College Graduates, Comparative Analysis, *Education Work Relationship, *Employment Opportunities, Employment Patterns, Females, Followup Studies, Higher Education, *Labor Market, Labor Needs, Males, *Outcomes of Education, Questionnaires

Identifiers—*Canada
Based on the 1978 survey of the labor market experiences of 1976 university and college graduates in Canada in the two years after graduation, this report examines the relations and implications of the education-employment nexus for both male and female graduates. Following a review of the background, scope, objectives, audience, methodology and reliability of data, sections include: an explanation of standard tables; total university and college graduates, Canada and the Provinces (labor market outcomes); labor market experiences in rank order, by field of study; employment outcomes by field of study (national); provincial comparison by major field of study; and occupations and industries. A section on summary and highlights offers information on the following areas: university fields of study, salary, self-employment, provincial comparisons and retrospective judgment. Numerous highlights were noted such as: business is a fast-growing field with graduates still in demand; one month after graduation, 60 percent of both university and college graduates were working full-time; male graduates earned more than females with similar qualifications and in similar jobs; and employment outcomes varied considerably for graduates living in different provinces in 1978. Appendices include the Canadian Classification Dictionary of Occupation Codes, Standard Industrial Classification Codes, and a questionnaires. (LC)

ED 207 468 HE 014 449

Cady, Edwin H.

The Big Game. College Sports and American Life.

Pub Date—78

Note—254p.

Available from—The University of Tennessee Press, Knoxville, TN 37916 (\$14.50).

Pub Type—Books (010) — Opinion Papers (120) — Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors—Athletic Coaches, *Athletics, Black Students, *Community Influence, Costs, *Cultural Influences, Dormitories, Football, *Higher Education, Intercollegiate Cooperation, News Reporting, Quality Control, *Recruitment, *School Community Relationship, Social Influences, Standards, Student Attitudes, Womens Athletics

Identifiers—*College Athletics

The value of a strong athletic program to the academic community is discussed along with proper methods of recruitment, uses of grants-in-aid, renewal and reform of sports programs, and solutions to the countless problems the "Big Game" generates. Replete with examples from literature,

anthropology, psychology, and sociology, as well as from prominent sports figures—athletes and coaches—this book explores the meaning of games, both to players and to those who watch them, from prehistory to sports "unknown Scandal of 1978." Part I, "The American Big Game," examines the intentions of the game, how it became what it is today, how it relates to human nature, the game as a public art form, and the coach. Part II, "What To Tell the New President About...", discusses the student athletes and where they come from, recruiting and aid, women student athletes, black student athletes, the athletic dormitory, internal and external control, costs, the "megalopolitan" mystery, the sports media, amateurism, and "noble" experiments. It is concluded that the "Big Game" has to be brought in line with the culture and subcultures it serves and not be a victim of the media and show business. References and an index are provided. (LC)

ED 207 469 HE 014 450

Broudy, H. S. Plater, William M.

Faculty Study in a Second Discipline: Survey of

Fellows May 1981.

Illinois Univ., Urbana.

Pub Date—[81]

Note—22p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Faculty, *Departments, *Faculty Development, Followup Studies, Higher Education, Institutional Research, *Interdisciplinary Approach, *Professional Continuing Education, *Teacher Attitudes

The Program for Faculty Study in a Second Discipline at the University of Illinois at Urbana-Champaign was designed to encourage interdisciplinary activity among faculty with tenure or on the tenure track. Faculty may request released time for the purpose of enlarging the range of their knowledge by a study of disciplines other than those in their present field of specialization. The forty-two faculty members who had been awarded grants during the past five years were surveyed, and 87 percent responded. Eighteen studied in a discipline outside their own college; 23 studied a single second discipline; and 11 studied in two or more disciplinary areas. The majority judged that the second discipline study significantly affected their teaching, research, and career development. Fifteen of the fellows studied their second discipline for one semester; 19 studied for an academic year or longer. Of those studying for one semester, 14 indicated that the length of time was inadequate; of those studying for one year, only 2 believed their study period inadequate. All of the fellows who commented on an appropriate period of study recommended a year or more. Twenty-seven of the fellows prepared in advance for their second discipline study, though few indicated extensive preparation. Most prepared by doing suggested readings in the new area. Only 11 of the fellows occupied an office in the host department; but only 13 indicated that they thought such an office would be important. The reactions of faculty and administrators in fellows' home departments were sometimes less than positive. Forty-eight percent suggested that they received mixed or indifferent reactions; 45 percent had clearly positive reactions. The remaining had negative reactions from colleagues. All 34 fellows urged that the program be kept separate from the sabbatical leave program. Background institutional memoranda and the application form are appended. (CC)

ED 207 470 HE 014 451

Employees in Colleges and Universities in New

York State, 1979-80.

New York State Education Dept., Albany.

Pub Date—[81]

Note—16p.

Available from—State Education Department, The University of the State of New York, Information Center on Education, Albany, NY 12234.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Administration, *College Faculty, Comparative Analysis, *Employment Statistics, Females, Full Time Faculty, Higher Education, Males, Part Time Faculty, *Salaries, *School Personnel, Statistical Analysis, Tenure

Identifiers—City University of New York, *New York State University of New York

Employment statistics of colleges and universities in New York State are listed for full- and part-time

employees, numbers of men and women, occupational activity, institutional classification, salary and tenure status, and percentage distribution of faculty by age and racial/ethnic origin. The following information appears in tabular form: (1) number of full- and part-time employees in institutions of higher education by occupational activity and institutional classification; (2) number of men and women employed in institutions of higher education by occupational activity and institutional classification; (3) number of full- and part-time employees in institutions of higher education by sex, occupational activity and sector; (4) trend in employees in institutions of higher education by sector and occupational category; (5) number, mean salary, and tenure status of full-time instructional faculty on 11-12 month contract by sex and institutional classification; (6) number and percent distribution of full-time instructional faculty by age and sector (independent or proprietary colleges, State University of New York, City University of New York, and total state); and (7) number and percent distribution of full-time instructional faculty by racial/ethnic origin and sector. (CC)

ED 207 471 HE 014 473

Chapman, Davis W. And Others

Final Report of Project CHOICE: A Center for Helping Organizations Improve Choice in Education.

Michigan Univ., Ann Arbor. Center for the Study of Higher Education.

Spons Agency—Fund for the Improvement of Postsecondary Education (ED), Washington, D.C.

Pub Date—Aug 80

Note—72p.

Available from—Center for the Study of Higher Education, 2007 School of Education, University of Michigan, Ann Arbor, MI 48109 (\$5.00).

Pub Type—Reports—Research (143)—Reports—Descriptive (141)

EDRS Price—MF01/PC03 Plus Postage. PC Not Available from EDRS.

Descriptors—*Clearinghouses, College Admission, *College Applicants, *College Choice, Consultation Programs, Coordination, Government Role, Higher Education, Improvement Programs, *Information Dissemination, Information Needs, Program Administration, Publications, Research Projects, *School Catalogs, Student Needs, *Student Recruitment

Identifiers—*Project CHOICE

The purpose of the Center for Helping Organizations Improve Choice in Education (CHOICE) project, the scope of its activities, and evaluations of the effectiveness of those activities are described. One major project goal was to encourage and facilitate institutional efforts to provide more complete and accurate information to prospective students. Project activities were organized in six primary areas: work with participating institutions, national clearinghouse on student consumer information, research on the role of information on student college choice, national linking service, dissemination activities, and impact on federal and state policy regarding student information. Research projects that pertained to the role of information in students' college choice concerned: the effectiveness and accuracy of college admissions practices; a case study of influences on students' college choice; and an assessment of college recruitment literature. Institutional outcomes for the 10 participating institutions in Project CHOICE include: the creation and development of new publications or products (e.g., films); the revision or expansion of existing publications; and the use of data for internal decision-making purposes. Goals of the linking service include: making low-cost consulting services available to institutions that wished to review and improve the information they provide to students, and to attract and involve a second-wave of 60 participating institutions. The staffing and location of Project CHOICE at the University of Michigan are described. Dissemination activities are described and suggestions for the management of large-scale, multi-institutional projects are given. (SW)

ED 207 472 HE 014 477

Dressel, Paul L.

Administrative Leadership. Effective and Responsive Decision Making in Higher Education.

Report No.—ISBN-0-87589-500-X

Pub Date—81

Note—243p.

Available from—Jossey-Bass Inc., Publishers, 433 California Street, San Francisco, CA 94104 (\$15.

95).

Pub Type—Books (010)

Document Not Available from EDRS.

Descriptors—Administrative Problems, Administrator Evaluation, Administrator Responsibility, Administrator Role, *Administrators, *College Administration, *Decision Making, Higher Education, *Leadership Qualities, Leadership Styles, Organizational Communication, Organizational Objectives, Problem Solving

Administrative leadership is examined with focus on the processes and problems of campus decision-making. Chapters include: the need for administrators; morals, ethics, and values in higher education; improving administrative communication; conceptions of decision-making; focusing administration interest; understanding external influences, mandates, administrative responsibilities; facing up to crucial problems and issues; and evaluating administrative performance. It is suggested that "crisis management" of such problems as enrollment decreases and financial pressures can impede accomplishment of more basic tasks such as establishing institutional goals and increasing productivity, and on-going evaluation of various aspects of administrative performance can eliminate the need for crisis management. Integrity and candor are identified as the basis for all deliberations in colleges and universities, and they require constant reinterpretation in adapting to changing societal demands. Resources offered include an administrator's bookshelf and glossary. A bibliography and an index are also provided. (LC)

ED 207 473 HE 014 479

Dorn, Fred J., Jr.

Submission, Rejection, Frustration: Perhaps There Isn't A Better Way.

Pub Date—[81]

Note—14p.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Authors, Criteria, *Editing, *Guidelines, Higher Education, *Information Dissemination, *Marketing, *Newsletters, Periodicals, Researchers, Research Needs, *Scholarly Journals, Specifications, Standards

Identifiers—*Faculty Publishing

The opinions of 51 journal editors concerning the concept of a manuscript marketing newsletter for academicians were surveyed. The proposed monthly or quarterly newsletter would inform authors and researchers of editorial needs and requirements for publications. Editors of highly regarded journals in education, psychology, and sociology were surveyed since at times the subject matter of each area will overlap and be of interest to various behavioral scientists. Based on responses from 33 journal editors, it was found that in general the editors were not very optimistic about the potential benefits that could be derived from a manuscript marketing newsletter. Education editors were more willing to participate than were editors in sociology and psychology. A majority of the editors who expressed a willingness to contribute to the newsletter returned a copy of their editorial guidelines. This action appears to indicate that the editors believe a potential contributor should consult recent issues of a particular periodical for a firm understanding of the journal's format and intended audience. Some respondents felt that authors who do not examine journal issues to determine their scope/audience would not likely consult the proposed newsletter. In addition, many editors opposed the idea of offering editorial direction. Editors opposed to the idea mentioned matter such as: lack of subscribers, correspondence required to obtain timely information, and information sources that might serve the same functions. A bibliography is appended. (SW)

ED 207 474 HE 014 491

Preer, Jean L.

Minority Access to Higher Education: AAHE-ERIC/Higher Education Research Report 1.

American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—81

Contract—400-77-0073

Note—55p.

Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036 (\$4.00 members, \$5.50 nonmembers).

Pub Type—Information Analyses—ERIC Information Analysis Products (071)—Information Analyses (070)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Academic Advising, *Access to Education, Admission Criteria, Affirmative Action, Black Students, College Role, *College Students, Court Litigation, Cultural Awareness, Educational Background, *Enrollment Trends, Females, Graduate Study, Higher Education, Hispanic Americans, *Minority Groups, *Public Policy, *School Holding Power, Student Needs, Two Year Colleges, Upper Division Colleges, Womens Education

The current status of minority enrollment in higher education and specific concerns that affect students and the institution are examined. Minority enrollment at different institutional levels, in different fields of study, and over different periods of time is examined. Findings reveal a more complex pattern of gains and slowdowns than gross statistics for the last decade indicate. Hispanics and women continue to increase their share of the total enrollment, but blacks experience a slackening momentum. The policy framework created by legislation and litigation on issues affecting student access is considered, and the following three related issues are examined: the pool of minority applicants; designing more equitable admission procedures; and retaining minority students through graduation. Minority groups, especially blacks and Hispanics, suffer from inadequate secondary school preparation and counseling and from economic and psychometric barriers. They are disproportionately overrepresented in two-year institutions and underrepresented in four-year colleges and graduate and professional schools. Measures of particular applicability to specific minority group concern must reflect a sensitivity to an institution's own makeup and institutional role. Such measures require an internal system of data gathering to indicate enrollment trends and retention problems; recruitment of faculty and professional staff trained in teaching or counseling poorly prepared students and sensitive to diverse minority group needs; and development of campus services responsive to the linguistic and cultural traditions of minority students. A bibliography is appended. (SW)

ED 207 475 HE 014 492

Richards, Michael D. Sherratt, Gerald R.

Institutional Advancement Strategies in Hard Times. AAHE-ERIC/Higher Education Research Report No. 2.

American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—81

Contract—400-77-73

Note—55p.

Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036 (\$4.00 members, \$5.50 nonmembers).

Pub Type—Information Analyses—ERIC Information Analysis Products (071)—Information Analyses (070)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Alumni, College Administration, Cooperative Programs, Educational Finance, Educational History, *Financial Support, *Fund Raising, *Government School Relationship, *Higher Education, Information Dissemination, *Marketing, Private Financial Support, Program Evaluation, *Public Relations, School Community Relationship, Standards, Student Recruitment, Trend Analysis

Identifiers—Alumni Relations, *Institutional Advancement

The historical role of institutional advancement and the specific activities and trends currently affecting it are reviewed, and four strategies for advancement programs are suggested. Institutional advancement includes alumni relations, fund-raising, public relations, internal and external communications, and government relations, and its dominant concern is financial support of higher education and the institution. Changes in the perception of advancement have occurred over the last decade, and it has emerged as an essential and professional segment of university administration. Additionally, there has been increased cooperation within and among institutions with regard to advancement functions. Diverse trends are cited that

have resulted in heightened interest in the management of advancement and new emphasis on the process and outcomes of advancement. Strategies for advancement programs are as follows: effective management of an institution's assets; focusing on the prestige of the institution; educational marketing; and flexible management, an eclectic approach incorporating a concept of dynamic advancement and the selected application of management principles. Centrally managed, a strategy for advancement confronts four challenges: designing quality public relations programs; restructuring activities to involve the institution's many publics; redesigning fund-raising campaigns to be cost effective and to achieve optimum results within the constraints of competition, inflation, and tax laws; and coordinating objectives, program, resources, and contacts. A bibliography is appended. (SW)

ED 207 476 HE 014 493

Hegener, Karen C., Ed.
National College Databank. Second Edition.
Report No.—ISBN-0-87866-165-4
Pub Date—81
Note—945p.
Available from—Book Order Department, Peterson's Guides, Dept. 9691, P.O. Box 2123, Princeton, NJ 08540 (\$8.95).

Pub Type—Reference Materials - Directories/Catalogs (132) — Books (010)

Document Not Available from EDRS.

Descriptors—Bachelors Degrees, Campuses, *College Admission, College Choice, College Environment, Enrollment Rate, Extracurricular Activities, *Higher Education, Information Needs, *Institutional Characteristics, *Majors (Students), Open Enrollment, Selective Admission, Special Degree Programs, Student Costs, Student Financial Aid, *Undergraduate Study, Weekend Programs

Data gathered from nearly 95 percent of America's higher education institutions report on unusual characteristics, innovative programs, and other features of the colleges for the year of 1979 unless specified as fall 1980. All information is given in list form. The word "colleges" is used to mean all undergraduate degree-granting institutions. Sections include: institutions offering undergraduate work; colleges by type and degrees awarded; undergraduate enrollment characteristics; colleges reporting special programs; campus life characteristics; admissions information; entrance difficulty data; expenses; financial aids; and colleges reporting unusual majors. Interesting features reported include such areas as: sports scholarships, merit scholarships, unusual majors, skill-building programs, open admissions, coed housing, study abroad, early decision, and weekend degrees. A glossary is included. (LC)

ED 207 477 HE 014 495

Richards, Audrey, Ed.
The Complete Grants Sourcebook for Higher Education.
American Council on Education, Washington, D.C.
Report No.—ISBN-0-8268-1245-7
Pub Date—80
Note—605p.; Prepared by the Public Management Institute.

Available from—American Council on Education, Suite 800, One Dupont Circle, Washington, DC 20036 (\$79.50).

Pub Type—Books (010) — Guides - Classroom - Teacher (052) — Reference Materials - Directories/Catalogs (132)

Document Not Available from EDRS.

Descriptors—Budgeting, Directories, Eligibility, *Federal Aid, Federal Government, *Fund Raising, Government School Relationship, Grants, *Grantsmanship, Higher Education, Industry, Nonprofit Organizations, *Philanthropic Foundations, *Private Financial Support, Program Administration, *Proposal Writing, Research Proposals, School Business Relationship

Identifiers—Corporations
As a resource for grantseekers, this book is divided into two sections. Part 1, "How to Seek and Win Grant Support," provides a step-by-step system for successful grantseeking, from organization preparation to proposal writing to follow-up. Part 2, "A Directory of Funding Sources," contains more than 500 detailed entries for federal, foundation, and corporate programs of support. The book provides specific information on the funding source's areas of interest, financial data, eligibility requirements, application information, preproposal review,

proposal writing, proposal review, policy, developing and sample grants. Funding sources are indexed by type, by areas of interest, and by state and region. Numerous illustrations are also provided, including forms for data gathering, cross-indexing, telephone interviews for federal programs, activities analysis, cost summaries, sample budgets, and correcting common mistakes in proposals. (LB)

ED 207 478 HE 014 513

Bumpus, J. Frank
Career Vitalization and Stress among Professors:
An Attributional Model.

Pub Date—Aug 81

Note—15p.; Paper presented at the Annual Meeting of the American Psychological Association (Los Angeles, CA, August 24-28, 1981).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Attribution Theory, *College Faculty, Depression (Psychology), *Faculty College Relationship, Faculty Development, Higher Education, Job Satisfaction, *Locus of Control, Models, Personnel Policy, Psychological Characteristics, Self Concept, Self Evaluation (Individuals), Teacher Alienation, Teacher Attitudes, Teacher Morale, *Teaching (Occupation), *Vocational Adjustment, Work Attitudes

A model that conceptualizes career stress for faculty members and that suggests options for enhancing career vitality is considered. The model draws upon attribution theory, the locus of control in work of Julian Rotter and the literature of depression by Martin E. P. Seligman. It suggests that perceived causes, or attributions, are directly related to felt stress. The three dimensions of attributions involve pervasiveness (global vs. specific), locus (internal vs. external), and permanence (stable vs. unstable). These dimensions carry across at least three sets of consequences: chronicity or time, generality or transferability, and self-esteem or personal impact. The model suggests that the most negative and pervasive attributions would be global-internal-stable. With regard to a faculty member who has low vitality and career enjoyment, global factors predict the expectation of low vitality to recur even when new academic situations arise, while attributions to specific factors predict malaise will change with the circumstances. Internal attributions for low vitality would perceive causal factors to such intra-person dimensions as low ability or limiting personality, while external attributions would involve environmental factors, such as the academic climate. Low vitality attributed to stable dimensions involves chronicity (i.e., whether the cause of low vitality will persist or is episodic). It is concluded that understanding satisfaction and stress in terms of various career stages is important to dealing with low vitality, as are institutional personnel policies and professional development opportunities. (SW)

IR

ED 207 479 IR 009 342

Hoskins, Marilyn W.
Communication and Energy: Community Participation in Forestry Projects.
Agency for International Development (Dept. of State), Washington, D.C. Clearinghouse on Development Communication.

Pub Date—Mar 81
Note—18p.

Journal Cit—Development Communication Report; n33 Mar 1981

Pub Type—Reports - Descriptive (141) — Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Community Involvement, *Conservation (Environment), *Cooperative Planning, Cultural Differences, *Developing Nations, Energy Conservation, Information Services, Media Selection, Nonformal Education, Quality of Life, *Radio, *Rural Development, Telecommunications

Identifiers—Africa, India (Bombay), Ivory Coast, Nepal
Criteria for establishing a project management plan for local community development of forestry programs in Africa are provided in the lead article, which elaborates upon approaches for encouraging participation in fuelwood production, determining community needs and responsibilities, assigning technical support personnel, and revitalizing rural

communities through forestry projects. Additional articles in this issue describe the effects of radio on rural teachers in Nepal, data gathering techniques for assessing community energy needs, a profile of the recent shift in focus from complex to simple media at the Xavier Institute of Communications in Bombay, and an experimental question/answer service at the African Institute for Economic and Social Development in Abidjan. Also included are reviews of current offerings in educational literature. (MER)

ED 207 480 IR 009 382

Bulaong, Grace

Authorities and Standards in a Changing World.

Pub Date—Aug 80

Note—23p.; Paper presented at the Annual Conference of the International Federation of Library Associations (Manila, Philippines, August 18-23, 1980). The appendix may not reproduce clearly due to poor print quality of the original.

Pub Type—Information Analyses (070) — Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cataloging, *Databases, Global Approach, *Library Automation, Library Catalogs, Library Networks, *Library Standards, Online Systems, Subject Index Terms

Identifiers—*Authority Control (Information), *University of Toronto Library Automation Systems

A comprehensive automated authority system in place as a part of an integrated database having the flexibility to produce any catalog format is proposed as a means of making the library catalog—whether manual or online—more responsive to comprehensive authority changes, including standards and practices, and more useful to the library patron as it provides for updating of access points. The increasing use of uncontrolled automated databases has tended to weaken authority control, despite the requirement for greater control necessitated by the computer's inability to easily accommodate variations in cataloging practice. Systems under development in Great Britain, the United States, and Canada, in particular the University of Toronto Library Automation Systems (UTLAS), are currently offering remedies for this problem. The main feature of the authorities format set by the Library of Congress is a control subfield which is used to indicate cataloging sources, cataloging rules used, type of explanatory notes, romanization or transliteration, relation with other subject terms, and type of reference. The most attractive feature of an automated authority system is its provision of automatic validation of headings or access points. UTLAS has already implemented such a system within a consortium of bibliographic agencies and several participating Canadian libraries. A bibliography lists 26 references and information on the UTLAS format is appended. (RAA)

ED 207 481 IR 009 383

Soosai, J. S.

A Decade of International Library Co-operation

Through IFLA: A Third World Perspective.

Pub Date—Aug 80

Note—13p.; Paper presented at the Annual Conference of the International Federation of Library Associations (Manila, Philippines, August 18-23, 1980). For a related document, see IR 009 383.

Pub Type—Historical Materials (060) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Developing Nations, Global Approach, History, International Programs, *Library Associations, *Library Cooperation, *Program Development, *Regional Programs

Identifiers—*International Federation of Library Associations

The 1971 International Federation of Library Associations (IFLA) resolution establishing a working group on developing countries has brought about one of the more successful and dramatic changes for IFLA in its relationship with the third world. Its reputation has been transformed from a generally European-American orientation to that of a truly worldwide organization. In response to a 400 percent increase in membership, IFLA in 1976 added a special Division of Regional Activities encompassing Asian, African, and Latin American sections. These regional library activities have been generously supported by the Canadian International Development Agency allowing the establishment of regional secretariats at Kuala Lumpur, Dakar, and Bogota, and support of programs like ELIPA (Ex-

perienced Library and Information Personnel in Asia), a computerized bio-database of professionals. Additionally, in cooperation with Unesco, IFLA has supported programs of great promise to the third world, including the development of standards for library statistics, international standards for cataloging, the public library manifesto, and recognition for the problems of universal bibliographic control and availability of publications. (RAA)

ED 207 482 IR 009 384
Bowden, Russell

Feasibility of an IFLA Round Table on the Management of Library Associations.

Pub Date—Aug 80

Note—14p.; Best copy available. Paper presented at the Annual Conference of the International Federation of Library Associations (Manila, Philippines, August 18-23, 1980). For a related document, see IR 009 383.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrative Problems, *Advisory Committees, Developed Nations, Developing Nations, *Library Associations, *National Organizations, Organizational Objectives, Policy Formation

Identifiers—*International Federation of Library Associations

An examination of International Federation of Library Associations (IFLA) activities since the adoption of the 1976 statutes reveals a globally expanding and dynamic organization using its membership of 139 associations to foster and promote library services and international library cooperation; however, no provision has been made for the national library associations to share their concerns about the management of both human and financial resources. Associations in developing and developed nations have problems, albeit differing in nature and magnitude, associated with the objectives of any professional organization: protection of the public using the members' professional services, promotion of professional activities, reaction to members' concerns, organization and administration of the associations, and operation as an advocate for professional services. It is recommended to the executive board that a Round Table on the Management of Library Associations be established within IFLA, for the purpose of providing a forum for those managing library associations to discuss common problems and issues facing these organizations. The membership should be open to representatives responsible for executive functions in library associations and institutions that are members of IFLA. (RAA)

ED 207 483 IR 009 385
Kartashov, N. S.

Main Trends and Problems of Development of Librarianship in a Multinational State.

Pub Date—Aug 80

Note—21p.; Best copy available. Paper presented at the Annual Conference of the International Federation of Library Associations (Manila, Philippines, August 18-23, 1980).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cultural Pluralism, *Developing Nations, Library Science, *Library Services, *Literacy, Models, *Multilingualism, National Programs

Identifiers—Multinational States, *USSR

This paper reviews the promotion of literacy and the development of library services in the multinational, multilingual republics of the Union of Soviet Socialist Republics since the October Revolution as a model for state or regionally centralized services that promote local arrangements while serving a single national purpose in multiethnic and multilingual developing nations. Consistent application of the principle of service to the needs of readers is credited with success in raising the literacy rate and the development of libraries within these republics. Objectives subordinated to this guiding principle include the development of guidelines of library service in the political and cultural education of the masses, identification of the content and forms of service with due account of the regional specifics of the republics, establishment of an integrated network of public research and special libraries, training and education of library personnel, balanced collection development, development of a regional bibliography, and the promotion of library administration. (RAA)

tion. (RAA)

ED 207 484 IR 009 387
McKinlay, John

Classification in Australia.

Pub Date—Aug 80

Note—9p.; Paper presented at the Annual Conference of the International Federation of Library Associations (Manila, Philippines, August 18-23, 1980).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cataloging, *Classification, Library Collections, *Library Materials, Library Networks, *Library Technical Processes, National Programs

Identifiers—*Australia, *Dewey Decimal Classification

Despite some inroads by the Library of Congress Classification and short-lived experimentation with Universal Decimal Classification and Bliss Classification, Dewey Decimal Classification, with its ability in recent editions to be hospitable to local needs, remains the most widely used classification system in Australia. Although supplemented at some libraries with specialized classifications for maps, medical, and legal materials, the DDC thus provides an overall picture of uniformity and standardization throughout the national library system. (RAA)

ED 207 485 IR 009 388
Choo, Chang Soh

The Retrospective Singapore National Bibliography: The Task Ahead.

Pub Date—Aug 80

Note—21p.; Paper presented at the Annual Conference of the International Federation of Library Associations (Manila, Philippines, August 18-23, 1980).

Pub Type—Historical Materials (060) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bibliographies, Cataloging, Depository Libraries, *Information Dissemination, Legislation, *Library Catalogs, National Libraries, *Printing, Publishing Industry, Research Methodology

Identifiers—*National Bibliographies, *Singapore National Bibliography

This description of the scope, legal deposit basis, preparation, and printing of the Singapore National Bibliography since its inception in 1967, provides insight into the searching tasks and editing processes involved in planning a retrospective bibliography, and proposes a chronologically inverted printing scheme for pre-1967 imprints, to be published at five year intervals until completed. First printed in 1969 for the 1967 imprints and issued annually, the bibliography since 1977 has been printed quarterly with annual cumulations. Retrospective issues of the bibliography for six historical periods between 1819 and 1966 are being considered for publication in reverse chronological order—e.g., v1: 1965-66, v2: 1959-64—until the last volume, 1819-68, allowing more time for a search of early imprints. Discussion of the issues of format, scope, and coverage includes choice of classification and cataloging schemes. Thirty-one references, a bibliography of 11 titles, and an appendix of available printings of the national bibliography are provided. (RAA)

ED 207 486 IR 009 526
Van der Drift, K. D. And Others

Final Report of the Computer Assisted Learning Test Project. Report No. 19.

State Univ. of Leiden (Netherlands). Educational Research Center.

Pub Date—Mar 81

Note—100p.; English translation: L. Stanley-Kirk.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Comparative Analysis, *Computer Assisted Instruction, *Computer Programs, Computers, *Cost Effectiveness, Costs, Educational Administration, Foreign Countries, Higher Education, Microcomputers, *Pilot Projects, Testing

Identifiers—APL Programming Language, PLATO, *State University of Leiden (Netherlands)

A pilot project was conducted to gain information to advise the Board of Directors at the University of Leiden as to the feasibility of using a computerized system to aid in instructional programs in the social sciences, law, medicine, arts, mathematics, and natural sciences at a low cost. The pilot project is

divided into four parts which are related one to another, to investigate (1) practical applications and cost of available computer assisted learning (CAL) systems, (2) the cost effectiveness of CAL in relation to other methods of teaching and other instructional media, and (3) the expected demand for CAL; and (4) to use these views as a starting point for proposals for the most favored development of CAL. The conditions for a successful realization of CAL, the necessity of cooperation at the department, university, and national levels, the actual choice of a system, the organization of CAL at the university, and recommendations are given for the realization of an effective and efficient use of CAL at the University of Leiden. A list of 19 references and an annex listing CAL systems assessed by students and by the authors are provided. (CHC)

ED 207 487 IR 009 554
Simonson, Michael R. Ed. Hooper, Elizabeth, Ed.

Proceedings of Selected Research Paper Presentations at the 1981 Convention of the Association for Educational Communications and Technology and Sponsored by the Research and Theory Division (Philadelphia, Pennsylvania, April 1981).

Pub Date—Apr 81

Note—778p.; For related documents, see IR 009 554-585 and ED 194 061.

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120) — Reports - Research (143)

EDRS Price - MF05/PC32 Plus Postage.

Descriptors—Aptitude Treatment Interaction, *Audiovisual Communications, Cognitive Style, *Educational Research, *Educational Technology, Educational Television, *Instructional Design, Instructional Development, Learning Theories, Program Evaluation, *Television Viewing, *Visual Learning

Identifiers—Association for Educational Communications Tech, Learning Hierarchies

The 31 papers selected for presentation at the 1981 Association for Educational Communications and Technology (AECT) convention and inclusion in this document were subjected to a rigorous blind reviewing process and represent some of the most current thinking in educational communications and technology. Topics covered include aptitude treatment interaction, television viewing by children, cognitive style, computer anxiety, educational television and films, information processing, instructional design, instructional development, college program evaluation, and learning hierarchies. (Author/LLS)

ED 207 488 IR 009 555
Anglin, Gary J. And Others

The Interaction of Learner Aptitudes with Instructional Treatment in Quadratic Inequalities.

Pub Date—Apr 81

Note—22p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Philadelphia, PA, April 6-10, 1981). Not available separately: see IR 009 554.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors—Abstract Reasoning, *Aptitude Treatment Interaction, Cognitive Style, Higher Education, *Mathematics Education, Spatial Ability, Teacher Education, *Verbal Stimuli, *Visual Stimuli

Conducted to extend a series of earlier aptitude treatment interaction studies in the area of mathematics learning, this study was designed to determine if spatial and general reasoning abilities interact with instructional treatment. The aptitudes used included spatial and general reasoning ability. One hundred and twenty students enrolled in junior and senior level undergraduate teacher education courses at a southeastern university served as subjects. The two treatments dealt with the topic of quadratic inequalities. One treatment labeled "graphic" was strong in verbal-pictorial-number content, while the other treatment, labeled "analytic," was strong in verbal-symbolic-numeric content. Interactions between instructional treatment and the aptitudes were observed. The results of the study replicated and extended the findings of earlier studies which have indicated that learner aptitudes interact with instructional treatment in mathematics. (Author/LLS)

ED 207 489 IR 009 556

Becker, Ann De Vane
Toward a Grammar of Educational Television: Part II, Method.

Pub Date—Apr 81

Note—12p; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Philadelphia, PA, April 6-10, 1981). Not available separately: see IR 009 554.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors—Content Analysis, *Educational Television, Grammar, Microcomputers, *Models, *Programming (Broadcast), *Television Research, Videotape Recordings

An analytical model for the grammatical description of educational television is illustrated by an examination of what television does to a traditional plot in a dramatic narrative. Segments from dramatic narratives presented on educational channels were videotaped, and a program of observation and recording of elements for video programs was developed and modeled after the observation program developed by Gordon Stephenson at the Primate Center, University of Wisconsin at Madison. An Apple II Computer interfaced with a Betamax recorder/player was programmed to record the time of appearance, frequency, and duration of the units of television construction in the segments of frame, shot, and sequence. The computer not only records the frequency and duration of the units of construction under study, but also supplies a printout for appraisal of these data. These data will be submitted to a time series analysis to identify patterns of use, which constitute the codes being sought. The codes will then be included in a descriptive report and summarized in graph form. It is hypothesized that patterns of usage, i.e., codes, will emerge when these data are examined. (Author/LLS)

ED 207 490 IR 009 557

Bovy, Ruth Colvin
Instructional Design and Directed Cognitive Processing.

Pub Date—Apr 81

Note—43p; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Philadelphia, PA, April 6-10, 1981). Not available separately: see IR 009 554.

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors—*Aptitude Treatment Interaction, Attention, *Cognitive Processes, *Instructional Design, Learning Processes, *Locus of Control, Memory, Metacognition, *Research Needs, Research Reports

Identifiers—Encoding, *Learning Strategies, Rehearsal

This paper argues that the information processing model provides a promising basis on which to build a comprehensive theory of instruction. Characteristics of the major information processing constructs are outlined including attention, encoding and rehearsal, working memory, long term memory, retrieval, and metacognitive processes, and a unifying relationship between instructional learning strategies and cognitive operations is proposed. Specifically, the locus of cognitive processing—whether heavily assumed by the instruction, activated in the learner via the instruction, or maintained in control of the learner—is explored in relation to each major cognitive processing operation. Evidence is discussed which suggests an inverse relationship between the extent to which the instruction assumes or directs cognitive processing operations and the aptitudinal strengths of learners. The implications for the instructional design and research professional for optimal assignment of cognitive processing—whether to the instruction or to the learner—is also presented. An extensive bibliography is appended. (Author/LLS)

ED 207 491 IR 009 558

Braverman, Marc Lehman, Rosemary
The Roles of Attention, Instruction, and Medium-Related Skills in Children's Television Viewing.

Pub Date—Apr 81

Note—7p; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Philadelphia, PA, April 6-10, 1981). Not available separately: see IR 009 554.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors—*Attention, Characterization, *Cognitive Processes, Comprehension, Elementary Education, Factor Analysis, Grade 4, Grade 5, Television Research, *Television Viewing, *Verbal Ability, *Visual Literacy

A study of the cognitive aspects of children's television watching addressed the following questions: To what degree is processing capability mediated by one's attentional set, as opposed to skills that one brings to the viewing situation? If attention is a significant mediating factor, is this true across various kinds of information one can receive from the stimulus? Is instruction more necessary for some kinds of information than for others? What is the role of both spatial and verbal abilities in this process? Subjects were fourth and fifth graders who were randomly assigned to treatment condition. Three levels of classroom instruction (pictorial elements, characterizations, and control) were factorially combined with two levels of pre-viewing directions (directions and no directions) to yield six cells. Data collection for the study took place in February 1981, so only a few preliminary analyses have been done, and no firm conclusions are offered at this point. Complex interactions among the treatment conditions remain to be inspected, and further analysis is expected to reveal the role that viewer abilities play in the learning process. (Author/LLS)

ED 207 492 IR 009 559

Brooke, Martha L.

Visual Learning Stimulus Considerations: Concept-Related Graphic, Arbitrary Graphic, and Verbal Label Symbols.

Pub Date—Apr 81

Note—3p; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Philadelphia, PA, April 6-10, 1981). Not available separately: see IR 009 554.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors—Higher Education, *Instructional Design, *Instructional Development, Learning Processes, *Psychomotor Skills, *Retention (Psychology), Verbal Stimuli, *Visual Stimuli

Research on three types of visual symbols is discussed in terms of the implications of the findings for instructional developers. The research in question focused on which of three symbol stimuli—concept-related graphic, arbitrary graphic, or verbal label—would most rapidly bring a psychomotor response under control and would maintain control over time. Because of its inherent meaningfulness, the concept-related graphic was predicted to excel on both learning and retention measures. Because of a lack of previous research, there was no prediction between the arbitrary graphic and verbal label on either measure. Thirty-one subjects from a random sample of university students participated in the learning phase, and 26 of them returned for the retention test. Five psychomotor actions were used in the study with each action represented by a concept-related graphic, an arbitrary graphic, and a verbal label, making a total of 15 symbol stimuli. As predicted, the concept-related graphic excelled among the three symbol types on both the learning and retention measures. (Author/LLS)

ED 207 493 IR 009 560

Canelos, James Taylor, William

The Effects of a Networking Information Processing Strategy on the Learning of Field-Dependents When Receiving Visual Instructional Information.

Pub Date—Apr 81

Note—17p; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Philadelphia, PA, April 6-10, 1981). Not available separately: see IR 009 554.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors—*Cognitive Style, Comparative Analysis, Difficulty Level, Higher Education, *Information Processing, *Spatial Ability, Undergraduate Students, *Verbal Learning, *Visual Stimuli

Identifiers—*Field Dependence Independence, *Learning Strategies

This investigation experimentally examines a net-

working learning strategy involving an information processing strategy that relates to the internal cognitive organization of to-be-learned information and its effects upon the learning of field-dependents. The learning behavior of field-dependents is also compared to that of field-independents with a learning strategy. Learning behavior was examined under the condition of receiving a visual instructional program varying in levels of complexity: line drawings, detailed color illustration, and color realistic photograph. Two levels of learning performance were evaluated, list learning and spatial learning. The 81 subjects were undergraduates from an instructional media course at Ohio State University. The results indicated that the networking learning strategy did improve the learning behavior of the field-dependents on both learning tasks. Visual stimulus complexity did not interact with field-dependence-independence or field-dependence plus the learning strategy. A bibliography of 15 items is included. (CHC)

ED 207 494 IR 009 561

Carey, James O. Hannafin, Michael J.
Student Learning of Concrete and Abstract Prose Under Systematically Varied Media Presentations.

Pub Date—Apr 81

Note—15p; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Philadelphia, PA, April 6-10, 1981). Not available separately: see IR 009 554.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors—Comparative Analysis, Educational Assessment, *Educational Media, Grade 3, *Learning, Primary Education, *Prose, Retention (Psychology), *Verbal Ability, *Verbal Stimuli, *Visual Stimuli

This study examines the relationships among oral, visual, and a combination of oral and visual presentational stimuli; concrete or abstract types of content; and high or low verbal learner ability. The 248 third grade students either heard a short story, watched pictures showing the same short story, or heard and watched a combination of the oral and picture presentations. Student recall of concrete and abstract information was measured by a 28-item, constructed-response test immediately after and again two weeks after the presentations. Students learned as much or more concrete and abstract information from pictures as from oral prose, and learned the most information from the combination of oral prose with pictures. Mislearning of concrete and abstract information was identified as the repeating of the same incorrect response on both immediate and delayed tests, and was higher from the picture presentation than from the oral presentation, and lowest from the combination of oral prose with pictures. Interactions were not found among types of presentational stimuli, types of content, and levels of learner ability. Two tables of data and a bibliography of 11 items are included. (Author/CHC)

ED 207 495 IR 009 562

DeMelo, Hermes T. And Others

Visual Testing: An Experimental Assessment of the Encoding Specificity Hypothesis.

Pub Date—Apr 81

Note—17p; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Philadelphia, PA, April 6-10, 1981). Not available separately: see IR 009 554.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors—Comparative Analysis, *Decoding (Reading), Imagery, *Instructional Materials, Memory, Science Education, Secondary Education, *Testing, Textbooks, *Visual Aids, *Visual Learning, Visual Measures

Identifiers—*Encoding

This study of 96 high school biology students investigates the effectiveness of visual instruction composed of simple line drawings and printed words as compared to printed-words-only instruction, visual tests, and the interaction between visual or non-visual mode of instruction and mode of testing. The subjects were randomly assigned to be given either the visual or non-visual version of an instructional unit designed to teach the anatomy and physiology of the human heart. Half of each

group was given a non-visual test and half received a visual version of the same test 24 hours after receiving the instruction. The findings indicate that the visual version of the instructional unit affected the performance of the students significantly in the drawing test and in each subscale of identification, terminology, and comprehension, as well as in the composite score of both visual and non-visual versions of the achievement tests. The results suggest that teachers should use visuals as a mediator of instruction, e.g., simple line drawings to enhance the learning of specific instructional objectives, such as identification, terminology, comprehension, and drawings, and visual tests to measure achievement which is presented by visual instruction. Examples from the visual and non-visual instructional materials and tests, a table of data, and bibliography of 23 items are provided. (Author/CHC)

ED 207 496

IR 009 563

Duchastel, Philippe

Analyzing Functions of Illustrations in Text.

Pub Date—Apr 81

Note—10p; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Philadelphia, PA, April 6-10, 1981). Not available separately: see IR 009 554.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors—Attention, Classification, Communication (Thought Transfer), Comprehension, *Evaluation Methods, *Illustrations, Instructional Improvement, *Pictorial Stimuli, *Retention (Psychology), *Textbooks

Two distinct approaches to the analysis of illustrations are described. Functional analysis, which is based on the view that what an illustration looks like is less important than what it is meant to do in a given text, is seen as a more useful approach than morphological analysis, which is concerned with what illustrations look like. Three categories of functions of illustrations in an instructional situation are discussed: an attentional role, an explicative role, and a retentional role. These roles are compared with categories proposed by Levin, i.e., motivational, organizational, interpretational, representational, and transformational, and relationships between the two systems are shown. Ten references are listed. (CHC)

ED 207 497

IR 009 564

Gentry, Cass

College Program Evaluation and ID.

Pub Date—Apr 81

Note—19p; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Philadelphia, PA, April 6-10, 1981). Not available separately: see IR 009 554.

Pub Type—Guides - Non-Classroom (055) — Opinion Papers (120) — Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors—*College Programs, Flow Charts, Higher Education, *Instructional Development, *Models, Program Development, *Program Evaluation, *Program Improvement, Standards

The general inability of instructional developers to demonstrate the effects of instructional development services toward improving college programs is discussed, and a process for program evaluation and revision is proposed. A flow chart of the general process for continuous program evaluation and revision provides examples of operational questions implied by the process. Issues and assumptions involved in such models are discussed, an outline of a few essential data and processes is given to provide a sufficient level of evidence for more objective decision making about the effects of instructional development on program developments, and ten major tasks that are implied by this proposal are listed. A bibliography of 11 items is included. (CHC)

ED 207 498

IR 009 565

Hannafin, Michael J. Carey, James O.

Research in Progress: Toward a Procedure to Identify the Spontaneous Memory Strategies of Children.

Pub Date—Apr 81

Note—19p; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Philadelphia, PA, April 6-10, 1981). Not available separately: see IR 009 554.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors—*Cognitive Style, Elementary Education, Grade 3, Grade 4, *Metacognition, *Verbal Learning, *Visual Learning

Identifiers—*Learning Strategies

Third and fourth grade students were administered a learning strategy screening in an attempt to determine: (1) their ability to describe individual learning strategies used to remember presented words, (2) the classifiability of student learning strategy descriptions as primarily visual or verbal, (3) the feasibility of using multiple student learning strategy descriptions to establish the dominance of either verbal or visual strategies, and (4) the effects of different learning strategies and visual-versus-verbal presentations on abstract and concrete prose learning. Three generic responses for visual strategies and three generic responses for verbal strategies were derived from open ended student responses. The results suggested that high achieving students demonstrated a better facility to describe their strategies than low achieving students; however, among students whose responses were readily classified as visual or verbal, no significant differences in achievement were found. Learning strategy, as defined in this study, was not found to be a significant factor by itself or in moderating the effectiveness of either visual or verbal prose presentations. However, individual learning strategy as an actively cultivated skill may produce effects that are not apparent when approached as a passive learner trait. Thirteen references are listed. (Author/LLS)

ED 207 499

IR 009 566

Jonassen, David H.

Content Treatment Interactions: A Better Design Model.

Pub Date—Apr 81

Note—47p; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Philadelphia, PA, April 6-10, 1981). Not available separately: see IR 009 554.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors—*Aptitude Treatment Interaction, Cognitive Processes, *Content Analysis, Individual Differences, *Instructional Design, *Models, Task Analysis

Conceptual and methodological problems inherent in Aptitude Treatment Interaction (ATI) research, coupled with the impracticality of its application, call into question its use as a design model. For these reasons, ATI should be de-emphasized as an instructional design model and attention should be refocused on the structure of content and the differences in the information processing required to assimilate it, rather than on learner characteristics. These changes would affect the design field by replacing traditional behavioral task analysis with content analysis. Designers would seek to accommodate differences in the content, not in learners. The dividends from research would be more readily applicable to material design and would probably produce greater overall effects. This paper does not intend to refute the existence and importance of individual differences, merely to stimulate dialogue about their implications for instructional design vis-a-vis the nature of subject matter content and its information characteristics. The ideas presented in this paper are intended only to instigate discussion; they are not intended as preclusive answers. Too often that mistake has led us up the blind alley of advocacy. Seventy-six references are listed. (Author/LLS)

ED 207 500

IR 009 567

Jonassen, David H.

Personality and Cognitive Style, Predictors of Teaching Style, Preferences: An Exploratory Study.

Pub Date—Apr 81

Note—27p; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Philadelphia, PA, April 6-10, 1981). Not available separately: see IR 009 554.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors—*Cognitive Style, Higher Education, *Personality Studies, Preservice Teacher Education, *Teaching Styles

Identifiers—Cognitive Style Interest Inventory, Learning Styles Inventory, Myers Briggs Type Indicator

This study investigated the effects of personality and cognitive style preferences on preferred teaching styles. Preservice teachers completed the Myers-Briggs Type Indicator, the Educational Cognitive Style Inventory, and the Learning Styles Inventory. Personality types, especially thinking/feeling, significantly predicted the importance of instructor/student affiliation and content preferred by the teachers. Strong predictive relationships between cognitive styles and teaching styles also were found, indicating that determinants of preferred teaching styles include individual instructor's learning styles. Twenty-three references are listed. (Author/LLS)

ED 207 501

IR 009 568

Jorgensen, Sally

A Call for a Truce Between Educational Technology and Teaching: Suggestions for Mutually Beneficial Collaborations.

Pub Date—Apr 81

Note—29p; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Philadelphia, PA, April 6-10, 1981). Not available separately: see IR 009 554.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors—*Educational Technology, *Interaction, Negative Attitudes, Teacher Education, *Teachers, *Teaching (Occupation)

This paper provides a conceptual frame for ways in which the fields of educational technology and teaching can and do interrelate with each other. Three types of relationships are described. They call for educational technology to (1) assume a more open and attentive posture toward teachers, teaching, and classroom communication processes in order to stimulate ecologically valid research efforts in educational technology; (2) continue to seek ways to play a directive, or instructional role in teacher education, especially in advancing systems approaches to instructional problem solving; and (3) engage in collaborative ventures in inquiry and development with teachers, teacher trainers, and researchers. It is argued that all three of these relationships are predicated upon the need for a more cooperative paradigm between the two fields, which seem to exhibit more competition and condescension than cooperation and collaboration. Ideological and praxeological differences between educational technology and teaching are examined, as well as the disparities in the ways the two fields perceive each other. Seventy references are listed. (Author/LLS)

ED 207 502

IR 009 569

Koetting, J. Randall

Reconceptualizing the Theory-Base of Educational Technology: Re-opening the Theory-Practice Debates.

Pub Date—Apr 81

Note—56p; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Philadelphia, PA, April 6-10, 1981). Not available separately: see IR 009 554.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors—Critical Thinking, Curriculum, *Educational Technology, *Learning Theories, Locus of Control, Outcomes of Education, Social Influence, Student Teacher Relationship, *Teaching Models

Identifiers—*Behaviorism, *Freire (Paulo)

Freire's model of emancipatory education is one alternative to the behaviorist theory of education predominant in the field of educational technology. The educational context, the teaching/learning situation, is an extremely complex situation. Reducing this situation to a question of inputs and outputs oversimplifies the many facets of education. Those in the educational technology field need to view education in its complexity and begin to deal with some practical solutions. Freire's model of education allows for the complexity of school life and is able to work with alternative forms of inquiry (other than the empirical model) in arriving at knowledge. If Freire's model were adopted as an alternative to the behaviorist theory of education, the application and utilization of educational technology would

take on an "emancipatory intent" in the learning process, as opposed to being clearly defined for the purpose of control. A 20-item bibliography is appended. (Author/LLS)

ED 207 503 IR 009 570
Korzenny, Sandra S.

The Effect of Vicarious Partial Reinforcement Upon Children's Use of Self-Verbalization in Decisions Regarding Television Viewing.

Pub Date—Apr 81

Note—43p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Philadelphia, PA, April 6-10, 1981). Not available separately: see IR 009 554.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
Document Not Available from EDRS.

Descriptors—*Children, *Decision Making, Grade 3, *Leisure Time, Primary Education, *Reinforcement, Tables (Data), Television Research, *Television Viewing

The basic research question which this study addressed was whether children could be taught to consider carefully their behavior and its consequences, thereby participating to a greater degree in non-TV activities which contribute to the achievement of goals. Among the more specific research questions were the following (1) Will varying the percentage of vicarious reinforcement have an effect upon actual use of self-verbalization in making decisions about use of leisure time? (2) Will varying the percentage of vicarious reinforcement have an effect upon stated preferences for participation in activities other than television viewing? (3) Will varying the percentage of vicarious reinforcement have an effect upon the number of hours spent in certain activities? (4) Will varying the percentage of vicarious reinforcement have an effect upon advocacy of selection of activities? The sample consisted of 66 third grade pupils. The study was essentially a quasiexperimental design with two treatment groups and one control group. The instructional unit used as the treatment consisted of five 45- to 50-minute lessons. A major finding of the study was that actual use of self-verbalization did not increase significantly across time for either treatment or control groups. Thirty-nine references are listed. (Author/LLS)

ED 207 504 IR 009 571

Levie, W. Howard

Bibliography of Pictorial Research Appearing in Selected Journals in 1980.

Pub Date—Apr 81

Note—21p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Philadelphia, PA, April 6-10, 1981). Not available separately: see IR 009 554.

Pub Type—Reference Materials - Bibliographies (131) — Speeches/Meeting Papers (150)
Document Not Available from EDRS.

Descriptors—Cerebral Dominance, Imagery, Individual Differences, *Media Research, *Memory, Periodicals, *Pictorial Stimuli, *Research Reports, Student Reaction, *Visual Perception Identifiers—Cognitive Mapping

This bibliography lists 260 articles reporting on research in which the use of pictures as experimental stimuli is central to (not incidental to) the researcher's hypotheses and in which internal imaginal processes are presumed to be activated, no matter what the nature of the experimental stimuli. The articles included are from the 1980 issues of 125 journals in psychology, education, and communications; most report experimental data, although a few discussion and review articles are included. The articles are listed in the following broad categories: iconic memory, recognition memory, memory models and miscellaneous learning, picture perception, mental imagery, cognitive maps, brain laterality, individual differences, aesthetics and affective responses, and media studies. (Author/LLS)

ED 207 505 IR 009 572

Lukowsky, Jeffrey

Reconstructing the History of Educational Technology Provides Us With New Models of Research.

Pub Date—Apr 81

Note—19p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Philadelphia, PA, April 6-10, 1981). Not available separately: see IR 009 554.

Pub Type—Historical Materials (060) — Opinion Papers (120) — Speeches/Meeting Papers (150)
Document Not Available from EDRS.

Descriptors—Cognitive Processes, *Educational Technology, History, Learning Processes, *Media Research, *Models, *Research Methodology, *Research Problems, Technological Advancement

This paper examines the tradition of research within the field of educational technology and cites problems endemic to the dominant research methods. It is suggested that a reexamination of the history of the field has intrinsic merit and is necessary at this time; furthermore, historical analysis may assist in the development of new research methods. Three types of historical explanation are cited and rejected as inadequate, and two general cognitive frameworks are suggested for the analysis of the history of research in educational communications. It is concluded that the traditional paradigm-technical cognitive research has severe limitations, and the addition of a second paradigm-practical cognitive research to the domain of the field is recommended. Definitions and examples of both cognitive strategies are described. Sixteen references are listed. (Author/LLS)

ED 207 506 IR 009 573

Melisaac, Marina Stock

Photography To Enhance Aesthetic Skills.

Pub Date—Apr 81

Note—17p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Philadelphia, PA, April 6-10, 1981). Not available separately: see IR 009 554.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
Document Not Available from EDRS.

Descriptors—*Aesthetic Education, Analysis of Variance, Elementary Education, Factor Analysis, Grade 4, Grade 5, *Perceptual Development, Photographs, *Photography, *Skill Development, *Spatial Ability, Visual Literacy Identifiers—Polaroid Cameras

Recognizing that photography in the classroom is highly motivating in that it offers a unique vehicle for communicating ideas visually, this study was designed to isolate variables which can be both observed and evaluated in photographs and for which instruction can be designed. Relationships among the technical and aesthetic qualities in students' photographs were examined, as well as students' spatial abilities, and an effort was made to identify the level of spatial ability which would benefit most from differences in photographic instruction. In addition, photographic improvement within each level of spatial ability was examined to determine whether the improvement occurred in the lower order technical skills or higher order aesthetic skills. A quasi-experimental non-equivalent control group design for intact groups was used. The 66 fourth and fifth graders who participated in the experiment received instruction, completed photographic exercises, and were ultimately evaluated by a panel of judges for technical and aesthetic improvement. Results indicated that in all instances students performed better when aesthetic concepts were imbedded in the instructions. For students of low spatial ability, such aesthetic instruction allowed them to perform significantly better on technical tasks. Eleven references are listed. (MER)

ED 207 507 IR 009 574

Nesbit, Larry L.

Relationship Between Eye Movement and Cognitive Information Acquisition Utilizing an Unobtrusive Eye Movement Monitoring Device.

Pub Date—Apr 81

Note—26p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Philadelphia, PA, April 6-10, 1981). Not available separately: see IR 009 554.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
Document Not Available from EDRS.

Descriptors—*Cognitive Processes, *Correlation, *Eye Movements, Higher Education, Slides, Undergraduate Students, *Visual Learning, Visual Measures, Visual Stimuli

A research study was designed to test the relationship between the number of eye fixations and amount of learning as determined by a criterion referenced posttest. The study sought to answer the following questions: (1) Are differences in eye

movement indices related to the posttest score? (2) Do differences in eye movement indices of subjects depend on the various types of visuals or on varying categories of intelligence? (3) Do differences in the posttest scores of subjects depend on the various types of visuals viewed or on varying categories of intelligence? Two groups of approximately 60 college freshmen and sophomores served as subjects for the study. Subjects were administered a physiology pretest and a mental ability test before they were individually shown stimulus slides using the HEL Oculometer system. Then each subject was taken to a viewing chamber and asked to watch a variety of slides and to complete a number of visual search tasks. When the subject had completed viewing these materials, s/he was taken to another room and administered the posttest. The study revealed that there was a correlation between the amount of learning and the number of eye fixations. Further, it was found that, although fixations were not influenced by the level of visual complexity, they were influenced by intelligence. Twenty-five references are listed. (Author/LLS)

ED 207 508 IR 009 575

Oxford, Jacquelin F. Moore, David M.

Community College Study of Media Utilization and Instructional Methodologies Used in Science Courses and Related Areas: A National Study.

Pub Date—Apr 81

Note—15p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Philadelphia, PA, April 6-10, 1981). Not available separately: see IR 009 554.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
Document Not Available from EDRS.

Descriptors—Community Colleges, *Course Organization, Educational Innovation, *Educational Media, *Media Selection, *Science Education, *Science Instruction, Science Teachers, *Teaching Methods, Two Year Colleges, Visual Aids

This study was undertaken to determine if instructors in community colleges in the United States are as innovative as has been perceived in some quarters. The data used for the study were originally collected by Cohen in a 1978 nationwide survey of science and science-related courses in two-year colleges to obtain information about the curriculum, instructional practices, and course practices. Teaching methods and approaches were ascertained from a random one-third of the science instructors in the sample of 175 community colleges. The results reveal that the instructional methodology used in the largest number of course/sections in the areas surveyed is the lecture. Other findings indicated that geographic region does not seem to affect media utilization, the availability of media facilities/assistance did not seem to be a determinant of media development, and that instructional media are viewed as supplemental tools rather than as instructional methodology. Six references are listed. (Author/MER)

ED 207 509 IR 009 576

Rancourt, Richard Dionne, Jean-Paul

A Relationship Between Hemisphericity and Psycho-Epistemology.

Pub Date—Apr 81

Note—23p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Philadelphia, PA, April 6-10, 1981). Not available separately: see IR 009 554.

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)
Document Not Available from EDRS.

Descriptors—*Academic Achievement, *Cerebral Dominance, Cognitive Development, Cognitive Processes, *Epistemology, Individual Differences, Intellectual Development, *Learning Theories, Synthesis, Teaching Methods

This review of two distinct areas of research—brain research and psycho-epistemology—indicates a possible link between the two which may potentially help to identify an as yet unknown molar trait which could be responsible for divergent opinions regarding teaching and learning theories, and may help to explain differential achievement when these theories are empirically investigated. A theoretical parallel between research in psycho-epistemology and hemispheric dominance is established, and it is suggested that an instrument known as the Psycho-Epistemic Style Inventory can be used to assess

hemispheric dominance. Some empirical evidence is furnished to indicate the existence of a relationship between hemispheric (epistemic) dominance in teachers and learners on the one hand, and their field of specialization and/or preferred subject matter on the other. The theoretical and practical implications are noted, as well as directions for future research. Forty-four references are provided. (Author/MER)

ED 207 510

IR 009 577

Reid, George A., Jr.
Learning Hierarchies in Instructional Development: Experiences and Directions for Research.
Pub Date—Apr 81

Note—25p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Philadelphia, PA, April 6-10, 1981). Not available separately: see IR 009 554.

Pub Type—Guides - Non-Classroom (055) — Information Analyses (070) — Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors—Guidelines, Instructional Development, *Research Reports, *Task Analysis, *Validity

Identifiers—*Instructional Analysis, *Learning Hierarchies

This discussion of validation procedures for learning hierarchies based on an analysis of a target skill of instruction to aid in the instructional development process indicates that there is no catalog of validated hierarchies available for this use, and that the literature provides little assistance to the developer seeking practical procedures. A recent study by White and Gagne is discussed in the context of the use of posttesting as a validation procedure for such hierarchies, and the need for further investigation to extend this study is indicated. Practical suggestions based on research and practical experience with learning hierarchies are provided for instructional developers, and 22 references are listed. (LLS)

ED 207 511

IR 009 578

Robinson, Rhonda S.
Affective Responses to the Literary and Cinematic Elements in an Educational Film: A Descriptive Investigation.
Pub Date—Apr 81

Note—14p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Philadelphia, PA, April 6-10, 1981). Not available separately: see IR 009 554.

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors—Comparative Analysis, *Comprehension, *Emotional Response, Films, Grade 8, *Instructional Films, Intermode Differences, Junior High Schools, Media Research, Production Techniques, *Student Reaction, *Videotape Recordings

The purpose of this study was to investigate the difference in cognitive and affective responses of eighth grade students to a short, educational film and to a videotape presentation of that film. The cognitive response involved students' understanding of such story elements of the film as plot, setting, character, mood, and theme. The affective response involved students' appreciation and reaction to both the story or theme, and to the cinematic elements of the film. The questions under consideration were: (1) How do students view a film? (2) How does the film create its effect? (3) How do the knowledge of cinematic and literary elements affect the student response? Three methods of data collection were used: observations, surveys, and interviews. It was concluded from the study that some students did understand the literary elements of the film or videotape; however, they expressed only a moderate awareness of the cinematic elements under investigation. It was further concluded that film viewers understood more than videotape viewers, although it did not follow that those who understood the film or videotape to the greater extent were also those who were most affected. Among the recommendations made was the suggestion that educators may need to provide increased training in cinematic skills. Thirteen references are listed. (Author/LLS)

ED 207 512

IR 009 579

Rohner, Daniel J. Simonson, Michael R.
Development of an Index of Computer Anxiety.
Pub Date—Apr 81

Note—37p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Philadelphia, PA, April 6-10, 1981). Not available separately: see IR 009 554.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

Document Not Available from EDRS.

Descriptors—*Anxiety, Cerebral Dominance, *Computers, Higher Education, *Measurement Techniques, Measures (Individuals), Preservice Teacher Education, Sex Differences

Identifiers—Field Dependence Independence

This paper discusses the need for a measure of computer anxiety and describes the development of an index consisting of 10 target statements and 20 distractor statements, which was administered during the fall of 1980 to 175 education students in the undergraduate media course at Iowa State University. The score from the 10 target items was correlated to sex, hemisphericity, and field dependence. An analysis of variance was calculated between the scores on the Computer Anxiety Index and the subject's college major. While no statistically significant relationships were found for any variable, there appeared to be a slight relationship between hemisphericity and computer anxiety. The Computer Anxiety Index reliability estimate was fairly high ($r = .86$), but the instrument may be a valid measurement of "intent to use" the computer in the classroom which included computer anxiety. Further research on computer anxiety is recommended, and a list of 25 references is provided, as well as sample pages from the index. (Author/LLS)

ED 207 513

IR 009 580

Simonson, Michael R.
Persuasive Films: Techniques Used to Change Attitudes.
Pub Date—Apr 81

Spons Agency—Iowa State Univ. of Science and Technology, Ames. Research Inst. for Studies in Education.

Note—25p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Philadelphia, PA, April 6-10, 1981). Not available separately: see IR 009 554.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

Document Not Available from EDRS.

Descriptors—*Attitude Change, *Film Production, *Film Production Specialists, *Films, Guidelines, Instructional Design, Methods, *Production Techniques, Surveys

This study was conducted to identify the specific techniques filmmakers use to plan and produce persuasive films and to determine if these techniques are related to six guidelines identified by Simonson in 1979 that, if included in the planning, production, or use of mediated instruction, will contribute to the development of desired attitudinal outcomes in learners. The present study sought to partially validate these research generated guidelines and to identify lists of specific techniques used by filmmakers in their persuasive films that are directly related to the guidelines. To gather data, a Film-Makers Survey (FMS) was developed and sent to 150 filmmakers listed in the 1980 Council on International Non-Theatrical Events catalog. Fifty-one questionnaires were returned, for a response of 34 percent. The results of this survey indicate that it is possible to point to several techniques that filmmakers consider important or effective for persuasive filmmaking, and these techniques are directly related to Simonson's guidelines. A 38-item bibliography and a copy of the questionnaire are provided. (LLS)

ED 207 514

IR 009 581

Splaine, John
Some Observations on the Available Research for the Media Manager.
Pub Date—Apr 81

Note—13p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Philadelphia, PA, April 6-10, 1981). Not available separately: see IR 009 554.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors—*Administrators, *Educational Media, *Media Specialists, Models, Peer Evaluation, *Periodicals, Professional Associations, *Research Reports

An examination of several association publications reveals a dearth of research-based periodical literature which addresses the needs of the media manager. The Division of Educational Media Management Newsletter is cited as the most directly applicable source of information for the media manager, although the articles in this publication are not necessarily research-based and do not go through an established peer review system. An article which is proposed as a paradigm for how an article might be written with at least some reference to established research findings concludes the paper. (Author/LLS)

ED 207 515

IR 009 582

Streibel, Michael J.
The Role of Stimulus-Size on Performance in the Embedded-Figures-Test and in the Rod-and-Frame-Test and the Implications of This Role for the Perceptual and Cognitive Style Constructs in Educational Technology Research.
Pub Date—Apr 81

Grant—EY-02264

Note—40p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Philadelphia, PA, April 6-10, 1981). Not available separately: see IR 009 554. Research supported in part by the University of Wisconsin, Psychology Department.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors—*Cognitive Style, Correlation, Educational Technology, Higher Education, Research Needs, Sex Differences, Tables (Data), Undergraduate Students, *Visual Stimuli

Identifiers—*Embedded Figures Test, *Field Dependence Independence, *Rod and Frame Test
Three experiments were performed in which subjects were exposed to two sizes of the Embedded Figures Test (EFT), and subjects in the third experiment were also exposed to two sizes of the Rod and Frame Test (RFT). In the first experiment, where the EFT had a size differential of 1 to 4, a nonsignificant size effect and a significant rank correlation was found for the performances on the two sizes. In experiments 2 and 3, where the EFT size differential was 1 to 8, a nonsignificant and a significant size effect was found for all subjects, respectively. In both experiments, however, a significant interaction was found between the field dependency and stimulus size factors. Field dependent subjects, in effect, became significantly more field independent, and field independent subjects became significantly more field dependent. Finally, in experiment 3, the performances of all subjects on the two sizes of the EFT and the two sizes of the standard RFT were compared. A significant stimulus size effect was found in the EFT with all subjects becoming more field independent, and a significant stimulus size effect was found in the RFT with all subjects becoming more field dependent. Ten tables and two figures display the data, and 20 references are listed. (Author/LLS)

ED 207 516

IR 009 583

Torkelson, G. M.
Media Research, Past, Present, Future.
Pub Date—Apr 81

Note—6p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Philadelphia, PA, April 6-10, 1981). Not available separately: see IR 009 554.

Pub Type—Historical Materials (060) — Information Analyses (070) — Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors—History, *Media Research, *Research Methodology, Research Needs, *Research Problems

The highlights of articles evaluating the results of media research over the past 25 years are briefly reviewed, and the constructionists' and the reductionists' approaches to media research are described. It is pointed out that for the researcher in media, the implications of a constructionist approach are quite clear, at least from a methodological point of view. Instead of the reductionist process of isolating variables within a tightly controlled experimental frame, the constructionist would wish to

record, through anthropological and sociological means, the situational conditions which impinge upon the uses and interpretations of media. The paper closes by urging a more detailed study of the values to be derived from both the reductionist and constructionist points of view so that the values of both approaches may help in designing research in media that makes a fundamental difference. (Author/LLS)

ED 207 517

IR 009 584

Watson-Gegeo, Karen Ann And Others

Establishing Research Goals: The Ethnographer-Practitioner Dialectic.

Pub Date—Apr 81

Note—45p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Philadelphia, PA, April 6-10, 1981). Not available separately: see IR 009 554.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors—*Ethnic Groups, *Ethnography, Group Behavior, *Interpersonal Relationship, *Media Specialists, Problem Solving, *Researchers, Research Methodology, *Research Problems, Video Equipment

Intended to aid media and other technical specialists who lack training in ethnographic research to understand what ethnography is, what ethnographers do, and how they, the media specialists, can be of most assistance when working on a team conducting such research, this paper discusses the nature of ethnographic research and issues involved in carrying out research in a field setting. It points out that, whether media specialists are part of the research team from the beginning or are brought into the setting to videotape after the project is underway, they need an understanding of the goals, methods, assumptions, and processual nature of ethnographic research in general, and the project itself in particular, as well as sociopolitical issues in the setting, including relationships established with practitioners and other participants there. Media specialists also need to be sensitized to the intricate, continuous negotiation of relationships that accompanies ethnographic research. A 58-item bibliography is appended. (Author/LLS)

ED 207 518

IR 009 585

Winn, William D. Holliday, William G.

Learning from Diagrams: Theoretical and Instructional Considerations.

Pub Date—Apr 81

Note—49p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Philadelphia, PA, April 6-10, 1981). Not available separately: see IR 009 554.

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors—Advance Organizers, *Cognitive Processes, Cues, *Design, Design Requirements, *Diagrams, *Learning Processes, Prompting, *Visual Learning

The purpose of the eight studies reported in this paper was two-fold: to identify some of the relationships that exist between the unique properties of diagrams and various aspects of cognitive processes and learning, and, subsequently, to derive principles from these relationships that would direct the design and use of diagrams in the classroom. The unique properties of diagrams can be discussed in four different contexts, and these studies examined hypotheses developed within all four contexts. The conclusions from these studies can be summarized as follows: (1) diagrams help learners because they direct attention to important information, replacing critical verbal information with graphic devices such as lines and arrows; (2) diagrams help low-verbal learners overcome some of their difficulty with language by providing information in a form they can handle more easily; (3) through the use of normal left-right, top-bottom layout, arrows and other graphic devices, diagrams can teach sequences of events effectively; (4) the addition of study questions to diagrams helps learners by directing their attention to critical information; and (5) prompting can be useful in helping learners. Eight practical design principles were derived from the studies for use in designing and using diagrams. Fifty-seven references are listed. (Author/LLS)

ED 207 519

IR 009 601

Vincent, Philip

Cost-Effective Training Strategy at Field Level Strengthens Influence of Extension Agents in Community.

Agency for International Development (Dept. of State), Washington, D.C. Clearinghouse on Development Communication.

Pub Date—Jun 81

Note—18p.

Journal Cit—Development Communication Report; n34 Jun 1981

Pub Type—Reports - Descriptive (141) — Collected Works - Series (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Developing Nations, Extension Agents, *Extension Education, Folk Culture, *Group Dynamics, *Interpersonal Competence, Literacy Education, Poetry, Sensitivity Training, *Training Methods

Identifiers—Bangladesh, *Slow Scan Television, Venezuela

Communications for Social Development, a regional training program designed by UNICEF to teach field extension agents in developing countries about interpersonal and group communications, is described in the lead article in this issue of Development Communication Report. The strategy employed in the development of this program involves a simple pyramid of resources, with trainers receiving instruction at participating institutions throughout a region and then returning to their home countries to begin training others at two levels—inservice and preservice. Other articles in this issue provide information on (1) a new set of logos designed for the Clearinghouse on Development Communication to illustrate the main developmental sectors covered in this newsletter; (2) the use of folk poetry in Bangladesh to communicate timely messages; (3) a literacy campaign in Venezuela which highlights a multimedia approach; and (4) slow scan television, a technique that makes picture communication possible over inexpensive audio channels such as telephone lines. Book reviews and ERIC resources are also included, as well as a regular feature called "Dilemmas in Country X." (Author/LLS)

ED 207 520

IR 009 603

Malcolm, A. H. And Others

A Resources Centre—Is a State of Mind.

Scottish Educational Film Association, Glasgow.

Pub Date—73

Note—77p.

Available from—Scottish Council for Educational Technology, Downhill, 74 Victoria Crescent Road, Glasgow, Scotland G12 9JN.

Pub Type—Reports - Descriptive (141) — Opinion Papers (120)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Cataloging, *Educational Media, Elementary Secondary Education, Facilities, Financial Support, Foreign Countries, Higher Education, *Learning Resources Centers, Library Collections, Library Services, Media Specialists, Personnel, Teacher Attitudes

Identifiers—Scotland

Six resource centers in Scotland are described and discussed to illustrate the varieties of centers which exist, and to promote the development of a system of resource centers throughout the country. Although the precise nature and function of each of the centers varies, contributors to this project elaborate on the reasons for the creation of a particular center, its physical development, the staff and materials available, the problems that are handled, and the needs served within the school context. An extensive bibliography includes sections on the challenge of the new media, phonodiscs and tapes, planning and adapting for a media center, cataloging and classification systems, and guides to software catalogs by subject and institution index. (MER)

ED 207 521

IR 009 604

New, Becky

Use of Cameras in an Early Childhood Classroom to Enhance Academic and Self-Concept Growth.

Florida Univ., Gainesville. P. K. Yonge Lab. School. Pub Date—78

Note—147p.; Photographs will not reproduce.

Available from—P. K. Yonge Laboratory School, 1080 S.W. 11th Street, Gainesville, FL 32611.

Pub Type—Reports - Research (143) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Academic Achievement, Childhood Attitudes, *Cognitive Measurement, *Early Childhood Education, *Photography, *Self Concept Measures, Student School Relationship, Student Teacher Relationship, Visual Literacy

Identifiers—Circus Assessment Battery, Slosson Intelligence Test, Stanford Early School Achievement Test

This report of a study which explored the effects of camera use among 30 children in a biracial multi-aged classroom includes suggestions for the application of the findings in early childhood curriculum. The first two chapters present the purpose, rationale, and measured results of an examination of camera use as a tool for inquiry and self-expression; five instruments were used to measure changes in self-concept, self/other relationships, visual and aural perception, intellectual capacity, academic achievement, pupil-teacher relationships, and pupils' attitudes towards school. Analysis of the data indicated that the 5- and 6-year-old subjects exhibited positive growth in academic performance and self concept, and that growth was the same for girls and boys and blacks and whites. It was also noted that on the academic performance measure called Circus, black girls and white boys had significantly larger gains than black males and white females. A 4-stage sequence of development of photographic skills is presented, and examples are provided of photography by young children to demonstrate the potential relationship of photography and the traditional skills taught to this age group. The role of parents and acquisition of materials and meeting technical needs are also covered. Samples of suggested activities are appended. (MER)

ED 207 522

IR 009 605

Gilbert, L. A.

Educational Audiovisual Materials: Directory of National Information Agencies. Documents

Audisvisuels Pedagogiques: Repertoire D'Organismes Nationaux D'Information.

Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.

Pub Date—80

Note—68p.

Available from—Manhattan Publishing Co., 80 Brook Street, P.O. Box 560, Croton, NY 10520 (\$5.00).

Language—English; French

Pub Type—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Education, *Audiovisual Aids, *Audiovisual Centers, *Catalogs, Directories, Elementary Secondary Education, Foreign Countries, Higher Education, *Information Services, *Information Sources

Identifiers—Europe

This directory of audiovisuals available in Europe lists 45 agencies from 16 countries and the types of material about which they can provide information by subject area, media, audience, and language. Agency names and titles of catalogs are presented in the native language of the country, with descriptive material in English, with the exception of French speaking sources, for which the entries are entirely in French. The materials cover the range of student audiences from preschool to adult, and include films, videorecordings, photographs, slides, filmstrips, overhead projector transparencies, and sound recordings. The name, address, and phone number of each national information agency listed is provided and a Curriculum Subject Index and a Student Audience Index provide additional access points to the main listing. Both English and French versions of the introductions, notes on the use of the directory, and the two indexes are included. (MER)

ED 207 523

IR 009 607

Van Rennes, Eve C.

Exhibits Enhanced by Stand-Alone Computers.

Cranbrook Inst. of Science, Bloomfield Hills, Mich. Pub Date—May 81

Note—29p.; Photographs will not reproduce on microfiche.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Computer Assisted Instruction, *Exhibits, *Instructional Design, *Museums, Program Development, *Science Education, Summative Evaluation

Both the development and evaluation of one of a set of computer programs designed for use by visi-

tors as adjuncts to museum exhibits are described. Museum displays used were (1) a static, behind-glass exhibit on evolution; (2) a hands-on primitive stone age tools exhibit; and (3) a Foucault pendulum. A computer placed next to each exhibit served as a simulation of a teacher who asked questions by way of a video screen and received responses keyed in on a typewriter keyboard. Questions about the visitors were used in the analysis of responses to leading questions to cue the computer response to the sophistication and age of the user. A preliminary study for the evolution program showed that the mean scores for a 4-question test, administered via computer to 138 randomly selected visitors over the age of 14, were significantly higher for the visitors who had used the computer program for that exhibit than for those who had used one of the other programs. This report also describes the design and results of an experiment to test the effectiveness of one section of the program, and outlines some practical conclusions drawn from project experiences. (MER)

ED 207 524 IR 009 608

Elton, Martin C. J. Carey, John
Implementing Interactive Telecommunications Services. Final Report on Problems Which Arise During Implementation of Field Trials and Demonstration Projects.

New York Univ., N.Y. Alternate Media Center. Spons. Agency—National Science Foundation, Washington, D.C.

Pub Date—Apr 77
Grant—APR-77-18697

Note—105p.
Available from—Alternate Media Center, 725 Broadway, New York, NY 10003 (\$5.00).

Pub Type—Guides - Non-Classroom (055) — Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Cable Television, Computers, *Demonstration Programs, Educational Television, *Field Tests, *Man Machine Systems, Media Research, Needs Assessment, Problems, Program Development, *Telecommunications, *Teleconferencing, Telephone Instruction

Identifiers—Telemedicine
Intended primarily for use by individuals about to assume responsibility for the implementation of field trials and demonstration projects built around interactive telecommunication systems, this report provides brief descriptions of 20 telemachine projects, 12 teleconferencing projects, and seven involving two-way applications of cable television; three case studies providing fuller descriptions of the Nursing Home Telemachine Project in Boston, Massachusetts, the Educational Telephone Network at the University of Wisconsin-Extension, and the Peoria Interactive Cable Television Project; and discussions based on the findings of this study including research context and objectives, needs assessment and project planning, system installation, users, implementation process management, and conclusions reached. A bibliography of 35 items is attached. (CHC)

ED 207 525 IR 009 610

Dills, Charles R. Bass, Ronald K.
[Microfiche/Audiotape and Teeth. An Experimental Trial of New Technology: The Second Year.] Spons. Agency—National Library of Medicine (DHEW), Bethesda, Md.

Pub Date—Apr 81
Grant—NLM-1G08LM03244-2/3

Note—23p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Audiotape Recordings, Comparative Analysis, *Cost Effectiveness, Dental Schools, *Independent Study, Intermode Differences, *Microfiche, *Slides

Identifiers—*University of Florida

Two papers describe a 3-year project being conducted to evaluate the feasibility of replacing traditional slide-tape materials in a criterion-referenced, modularized, self-paced curriculum in dentistry with color microfiche and audiotapes. The experimental materials are being used with a microfiche-audiotape unit controlled by a microprocessor. Each frame of the microfiche is a copy of a 35mm slide which can be accessed randomly without disturbing the sequence of pictures, a feature which would permit the development of a random access branching, programmed learning system. Modules the dental student must study have been randomly divided into three groups for each of the years of the pro-

gram: modules available only in slide-tapes, modules available only in microfiche-tape, and modules available in both formats. Students will have an approximately equal number of experiences with slides and with microfiche, except for the modules that are available in both, making the choice of format an indicator of the relative affective value of the two modes. Analysis of the final results will compare the management requirements and problems of both formats and their cost effectiveness, as well as student achievement and student attitudes toward the learning materials. Each paper lists 19 references. (CHC)

ED 207 526 IR 009 613

Harris, Diana, Ed. Nelson-Heern, Laurie, Ed.
Proceedings of the NECC 1981. National Educational Computing Conference (3rd, North Texas State University, Denton, Texas, June 17-19, 1981).

Iowa Univ., Iowa City, Weeg Computing Center. Report No.—ISBN-0-937114-014

Pub Date—Jun 81
Note—361p.; For related document, see ED 194 060.

Available from—Computer Science Department, University of Iowa, Iowa City, IA 52242 (\$10.00).

Pub Type—Collected Works - Proceedings (021) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Computer Assisted Instruction, Computer Assisted Testing, Computer Graphics, *Computer Managed Instruction, *Computers, *Computer Science Education, *Microcomputers, Programming Languages, Simulation, Videodisc Recordings

Identifiers—*Computer Literacy

This volume includes the texts of more than 50 papers presented at a conference which was organized to present in one forum all major work regarding computers in education in the United States, as well as abstracts of the special sessions, tutorials, and project presentations which took place at the conference. Among the topics covered in these materials are the following: simulations, videodisc project funding, administration, computer literacy, business, higher education, computer science, humanities, science, social science, preschool/elementary applications, graphics, mathematics, engineering, and health education. (Author/LLS)

ED 207 527 IR 009 614

Project Media Base (Draft).
National Commission on Libraries and Information Science, Washington, D.C.

Pub Date—77p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Audiovisual Aids, *Cataloging, *Information Networks, *National Programs, Needs Assessment, Surveys

A study was conducted to test the following hypothesis: There is ample evidence that all the essential elements for a national bibliographic system for audiovisual (AV) informational resources currently exist, and there is, therefore, no apparent reason why a national system cannot be developed, operated, and fully utilized to provide access to these resources. A study team addressed this problem through a combination of strategies: (1) an historical survey was undertaken; (2) an inventory was conducted of current operational systems that use automation to provide bibliographic control of, and access to, AV resources; (3) several types of information-seeking activities were undertaken to help define user needs that should be accommodated in any system of AV resource control; and (4) a list of functional specifications was identified, based on the data gathered from the latter two strategies. It was concluded that the essential elements of a national network system for control of, and access to, AV resources do currently exist, and the lack of agreement on common conventions is a major barrier to the development of such a network. (Author/LLS)

ED 207 528 IR 009 615

Bediet, Douglas
Trends in University Instructional Development. Pub Date—9 Apr 81

Note—10p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Philadelphia, PA, April 9, 1981).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Faculty, Educational Practices, Higher Education, Instructional Design, *Instructional Development, Interviews, *Programs, Surveys, *Universities

A study was conducted of the instructional development programs of selected universities to identify any trends evident in these institutions, as well as unique programs. Site visits were made to 14 institutions in order to interview staff members and clients to determine reporting arrangements, mission, public relations activities, physical facilities, and evaluation methods. The interviews were also concerned with determining how instructional design programs related to other campus units which might have responsibility for activities related to faculty development. Findings are reviewed under the headings of agency impact, activities which help emphasize teaching, broadening missions, instructional development teams, interest in microcomputers, and other agency features. Five references are listed. (LLS)

ED 207 529 IR 009 616

Murphy, Ann G. And Others
Individualized Study by Telecommunications. Model and Procedures Documentation Report.

Alaska State Dept. of Education, Juneau; Northwest Regional Educational Lab., Portland, Ore. Spons. Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—31 Oct 80
Grant—NIE-G-77-0040

Note—127p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Audiotape Recordings, Computer Oriented Programs, *Individualized Instruction, Instructional Design, Instructional Development, *Models, *Rural Education, Secondary Education, *Telecommunications

Identifiers—*Alaska, Printed Materials

This paper documenting the development of the Individualized Study by Telecommunications (IST) instructional model describes both the design features of the model, and the current status of procedures used for developing and adapting courses for individualized study by telecommunications. A combination of audio technology, computer technology and print materials, the IST model was developed under contract by the Northwest Regional Educational Laboratory to assist the Alaska Department of Education in its efforts to support rural districts in providing a quality secondary education. The report is divided into four parts: (1) statement of the rationale for the instructional model, including history and context; (2) statement of the role and purpose of each component of the IST model; (3) statement of the general process for developing an IST course, including adaptation of existing materials; and (4) statement of potential enhancements to the IST model. The appendices include an outline of the development/adaptation process, course materials preview forms, course development planning forms, and examples of teacher materials. A bibliography is also provided. (LLS)

ED 207 530 IR 009 617

Thomas, Elaine E. Comp. And Others
Recordings for Children. A Selected List of Records and Cassettes. Fourth Edition. New York Library Association, New York.

Pub Date—80

Note—29p.

Available from—New York Library Association, 15 Park Row, Suite 434, New York, NY 10038 (\$4.00 prepaid).

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Audiocassette Recordings, *Audiotape Recordings, Children, *Children's Literature, *Documentaries, *Music, *Natural Sciences

Identifiers—Folk Music, Holidays, Songs

This booklet, compiled by three experts in chil-

dren's recordings, provides a selected list of records and cassettes which can accommodate a broad range of informational and recreational requirements of children. Some of the subjects covered are children's songs and folk music, orchestral music, popular music, holidays, natural sciences and space are documentaries, and literature, including folk and fairy tales, stories, and poetry. The criteria for selecting the recordings included effectiveness, aesthetics, broad appeal, and execution. Adaptations and dramatizations were selected only when they could transform the true qualities of the book and its characters; song albums were selected for their natural appeal. Documentary and miscellaneous recordings were selected on the basis of a wide interest range. Recordings which appeared patronizing, biased, or ethnically stereotyped were not included. A directory of distributors appears in the booklet. (Author/LLS)

ED 207 531 IR 009 618

Smith, Richard E. Pearson, Jerry D.

The Overhead System: Production, Implementation and Utilization. 2nd Edition.

Texas Univ., Austin. General Libraries.

Pub Date—79

Note—87p.

Available from—University of Texas Film Library, General Libraries, Box W, Austin, TX 78712 (\$3.-50).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrators, *Audiovisual Aids, Elementary Secondary Education, Guides, Media Specialists, *Overhead Projectors, Teachers, *Transparencies

This handbook is designed to help three groups: the administrator who does not have the services of a media specialist, the media specialist who wishes to expand his knowledge or skills, and the classroom teacher who recognizes the value of the overhead as a teaching tool and is looking for practical assistance. Guidelines are provided in 11 chapters: (1) handmade transparencies; (2) heat transfer transparencies; (3) diazo transparencies; (4) photographic ("wet process") transparencies; (5) planning the visual; (6) color-lift transparencies; (7) mounting transparencies for projection; (8) commercially produced overhead materials; (9) special uses and effects; (10) implementation of the local overhead program; and (11) the projector. A list of suppliers is appended, as well as a list of other Film Library publications which are available from the same address. (MER)

ED 207 532 IR 009 643

Oppenheim, Micha Falk

Integrating Library Resources in the Jewish Educational Curriculum with Specific Reference to the Teaching of Jewish Observances.

Pub Date—Jun 77

Note—134p.; Master's Thesis, Yeshiva University, New York.

Pub Type—Dissertations/Theses - Masters Theses (042) - Reports - General (140)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Curriculum, Educational Media, Elementary Secondary Education, Information Sources, *Judaism, *Learning Resources Centers, Lesson Plans, Library Materials, *Library Role, School Libraries

Identifiers—*Jewish Culture, Jewish Studies

This study presents a program to enrich the Jewish educational curriculum through the use of library resources and materials, and explores the role of the school library in supplementing classroom teaching and furthering the goals of Jewish education. Its main concern is the Jewish student whose roots are in the liberal American society rather than in the European milieu. Part one of the report encompasses a general overview of the educational process, educational media, media programs, and the library media center, while part two presents a model lesson plan for teaching Jewish living, a syllabus, and bibliographies for both students and teachers. A listing of organizations and resource centers for instructional media, services, and innovative educational programs is provided. (FM)

ED 207 533

Meyer, R. W. Alexander, George

Total Integrated Library Information System.

Part 2. A Report on the Specific Design Phase: Identification and Evaluation.

Clemson Univ., S.C. Robert Muldrow Cooper Library.

Pub Date—22 Jun 81

Note—391p.; For related document, see ED 191 446.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC16 Plus Postage.

Descriptors—Academic Libraries, Comparative Analysis, Cost Effectiveness, *Evaluation, Higher Education, *Information Systems, *Library Automation, Library Technical Processes, *Online Systems, *Research Libraries, Tables (Data)

This study, conducted to determine which automated system would be the most appropriate to replicate or install at Clemson University to support the users of the library, screened 29 library automation systems to determine those most adaptable to Clemson's needs. In-depth comparisons were made with regard to functions available, features, start up and development costs, responsiveness and capability for linkage on the campus, and regional library support services for three systems—ALIS, DOBIS, and NOTIS. It is recommended that the NOTIS system be replicated at Clemson. The report includes tables and figures that illustrate the data considered. (Author/FM)

ED 207 534

Hawfield, Michael C. DuVall, Charles R.

A Co-operative Educational Program: The Presentation of Museum Artifact Kits in Community Elementary Schools.

Pub Date—11 Jun 81

Note—9p.; Paper presented at the Annual Meeting of the American Association of Museums (76th, Indianapolis, IN, June 11, 1981).

Pub Type—Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Education, *Community Programs, *Cooperative Programs, Elementary Education, Elementary School Students, Higher Education, *Instructional Materials, *Local History, Museums, *Social Studies, *Teaching Methods, Undergraduate Students

The Artifact Kits program, which centers on the presentation of two collections of local history artifacts by local university undergraduate students to children in the community elementary schools, is designed to meet three educational needs of the community: the museum's responsibility for broad dissemination of the community heritage, practical training of prospective social studies teachers, and the enrichment of the elementary school social studies curriculum. This multi-level project integrating several existing but separate educational resources concentrated on fourth-grade students, who were given not only an introduction to their regional cultural heritage, but also an opportunity to handle the artifacts, thereby generating greater interest and making a more lasting impression than would be realized by more conventional methods. At the same time, the university students received valuable teaching experience and the museum gained by stimulation of student interest in its collections. (Author/RAA)

ED 207 535

Sharma, Vidya S.

INFO RELEASE. National Information Network

for Recreation, Leisure and Sport.

Northern Territory Dept. of Community Development, Darwin (Australia).

Report No.—ISBN-0-7245-0071-5

Pub Date—81

Note—117p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Athletics, *Databases, Information Needs, *Information Networks, *Information Systems, *Leisure Time, *Needs Assessment, Online Systems, Periodicals, Recreation, Technological Advancement

Identifiers—Australia

A study by the Northern Territories Department of Community Development systematically and specifically identified information needs and categories of clients through a set of intellectual concepts in the fields of sport, recreation, and leisure. A survey of Australia's serial holdings was conducted to assess the country's existing informa-

IR 009 644

tion resources to meet these needs, and 21 Australian and foreign databases were evaluated to determine the relevancy of materials on eight selected topics of importance to Australia. One or more academics were associated with each topic to prepare bibliographies for comparison with the search results of these surveys and evaluations. The results led to a proposal for a national information service called INFO RELEASE (Information Network for Recreation, Leisure and Sport) to take advantage of recent developments in information technology. The guidelines for the development of a proposed database, a thesaurus for effective retrieval, and the functions, costs, and administrative structure for INFO RELEASE are discussed in detail. Appendices include information on the leisure studies information bank, questions about an Archive and Museum of Games, and an explanation of Bradford-Zipf distribution. Twenty-two references and a glossary of terms are provided. (RAA)

ED 207 536

Bajundo, Donna R.

In-Service Training Program for Library Paraprofessionals: A Report.

Consortium for Continuing Higher Education in Northern Virginia, Fairfax.; George Mason Univ., Fairfax, Va. Div. of Continuing Education.

Spons Agency—Virginia State Library, Richmond.

Pub Date—Jun 81

Note—213p.; Some examples are not legible in the original document.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Attitudes, *Inservice Education, *Library Education, *Library Skills, *Library Technicians, Paraprofessional Personnel, Pilot Projects, Postsecondary Education, *Professional Training, Program Content, Public Service Occupations

This is the final report of an inservice training program for library paraprofessionals, a 10-month pilot project funded by the Library Services and Construction Act (LSCA) Title III and matching state appropriations through the Virginia State Library. Designed by an area library networking committee to provide library paraprofessionals with competence in basic library skills and to reinforce positive public service attitudes, the project included seven program modules, five training workshops, a 10-week course on basic library skills, and a lecture on censorship and intellectual freedom in libraries. Summaries and essential materials for each of the components are provided, as well as extensive evaluation information. (Author/RAA)

ED 207 537

Cole, John Y., Ed.

The International Flow of Information: A Trans-Pacific Perspective. The Center for the Book.

Viewpoint Series, No. 7.

Library of Congress, Washington, D.C.

Report No.—ISBN-0-8444-0373-3

Pub Date—81

Note—44p.; Based on the Proceedings of a Traveling Symposium (June, 1979).

Pub Type—Collected Works - Proceedings (021) - Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Communication Problems, Copyrights, *Developing Nations, *Information Dissemination, Information Systems, International Organizations, *International Programs, *Perspective Taking, Publishing Industry

Identifiers—Asia (East), Pacific Region, *United States

Improvement of the two-way flow of information between the East-Pacific Region and the United States was the unifying theme of a seminar conducted by the Center for the Book in the Library of Congress and attended by representatives of 12 east Asian and Pacific countries at which this collection of five papers was presented. The papers address concerns of language; literacy; translation; the state of international and indigenous publishing; the problems involved in exporting, importing, and distributing books and other printed materials; copyright; the influence of the news media; and the part played by international organizations such as UNESCO in promoting the international flow of information. Biographical sketches and the brief last day remarks of the librarians, journalists, and government officials in attendance follow the presentations. (RAA)

ED 207 538

IR 009 649

Soucek, Branko, Ed.

Proceedings of the Conference: Universities in World Network of Information and Communication (3rd, Dubrovnik, May 20-23, 1980).

International Referral Centre for Information Handling Equipment, Zagreb (Yugoslavia).

Pub Date—May 80

Note—122p.

Journal Cit—IRCIHE Bulletin; v6 n1-2 p1-62 1980

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Communication (Thought Transfer), Flow Charts, *Global Approach, Higher Education, *Information Networks, *Information Scientists, Information Systems, *International Programs, *Library Education, *Professional Education, Technological Advancement, Universities

The study, exploration, and debate of relations between universities, world information systems, and communication networks seeking to establish a sustainable system to handle recent developments in information and communication, utilizing universities as focal points, was continued at this third annual conference attended by 31 information professionals from eight nations. Commemorative remarks by Tefko Saracevic, Gjuro Dezelić, Neva Silovic, and Robert M. Hayes honored the memory of Dr. Bozo Tezak, the conference founder. A panel discussion exploring the topic of education in the fields of information and communication is summarized in remarks of the major contributors and the closing comments of Robert M. Hayes. A selection of papers presented on a variety of general and specific subjects is included: "Information and Productivity" by Robert M. Hayes; "A 'LINC' between University Library, Information and Computing Services Using Voice Input/Output" by John Haggood; "Information Measurement Systems" by Sergei Prohorov; "Issues in Distributed Data Base Design" by Abdullah Uz Tansel; and "International Standardisation of Modular University Programmes" by Gustav Thuro. The conference closed with a joint statement noting progress and accomplishments and suggesting directions for future studies and conferences. Lists of resource persons and participants are appended. (RAA)

ED 207 539

IR 009 650

Wexler, Henrietta

All You Have To Do Is Ask. The ERIC Information System Can Lead You Through the Maze of Education Research As Fast As You Can Think of Questions, and You Can Learn To Use It in an Afternoon.

Department of Education, Washington, D.C.

Pub Date—Jun 81

Note—7p.; Reprint.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Journal Cit—American Education; v17 n5 p23-27 Jun 1981

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Abstracts, *Annotated Bibliographies, *Educational Resources, Indexes, *Information Centers, *Information Seeking, Microfiche, Online Systems, Teachers

Identifiers—*ERIC

Directed to the needs of teachers, this article explains the who, what, where, and why of the Educational Resources Information Center (ERIC) system for providing the results of research and current topics in education to practitioners. Included is basic information on Resources in Education (RIE) and Current Index to Journals in Education (CIJE), the ERIC indexing and abstracting publications; the Thesaurus of ERIC Descriptors; the ERIC collection of original documents reproduced on microfiche; and computer facilities for online searching. Estimates of annual costs to subscribers are included, as well as directions for submitting reports, speeches, and other papers to the ERIC system and a list of nine free publications describing the system; e.g., how to start an ERIC collection, bibliographies of publications about ERIC, directories of collections and services, and listings of information analysis products. (RAA)

ED 207 540

IR 009 651

Rogers, A. Robert Kim, Mary T.

Alternative Modes for Providing Graduate Education for Librarianship in Ohio. Final Report.

Kent State Univ., Ohio. Center for Library Studies. Spons Agency—Department of Education, Washington, D.C.

Pub Date—May 81

Note—162p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Charts, *Educational Needs, *Educational Resources, *Extension Education, Graduate Study, Higher Education, *Librarians, *Library Education, Library Science, Professional Education

Identifiers—Community Needs, *Ohio

Noting that a state as populous as Ohio has only two accredited library schools, this report includes a needs assessment for professional librarians through 1990, a resource assessment of available educational materials in library and information science, and an analysis of four alternative approaches: a new program model, a program transfer model, an extension model, and a consortium model. It concludes that the northeast will continue to supply 40 percent of professional employment opportunities through 1990; M.L.S. graduations from Ohio universities will be adequate for Ohio's needs through 1990; school library/media specialists needs can continue to be met; a new graduate library school is not warranted through the 1980's; extension support of the northeast and the central (Columbus) areas by Kent State is not feasible without assistance from Ohio State University; and extension programs in the Dayton area require support from Wayne State University. The report is supported by 33 tables of data, and appendices provide course information, information functions, personnel position definitions, periodical reading lists, and guidelines to library services for extension students. There are 72 references. (RAA)

ED 207 541

IR 009 652

Conference Planning Manual.

Vermont Library Association, Burlington.

Pub Date—80

Note—38p.

Pub Type—Guides - General (050)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Conferences, Guidelines, *Library Associations, *Meetings, *Planning

Intended as a useful aid for organizing its annual spring meeting, this general conference planning manual developed by the Vermont Library Association provides a blueprint for planners on the responsibilities of the planning committee, the conference chair, and others; site selection and local arrangements; program and sessions planning; arrangements for exhibits and exhibitors; considerations of financing, hospitality, and publicity; preparation and distribution of information packets and handouts; and provisions for evaluation. Schedules, inquiry sheets, planning forms, and checklists are included. (RAA)

ED 207 542

IR 009 653

Wajenberg, Arnold S.

FLC/FEDLINK AACR 2 Cataloging Manual for Federal Libraries.

Spons Agency—Federal Library Committee, Washington, D.C. Federal Library and Information Network.

Pub Date—May 81

Note—169p.

Pub Type—Guides - General (050) — Reference Materials - Vocabularies/Classifications (134)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Cataloging, Federal Government, *Government Libraries, Government Publications, Guidelines, *Library Catalogs, Library Networks, Library Technical Processes, Public Agencies, Subject Index Terms

Identifiers—*Anglo American Cataloging Rules, MARC II

Intended as a guide for federal agency libraries in the application of the second edition of the Anglo-American Cataloging Rules and not to supersede them, the emphasis in this manual is on material and problems likely to be encountered by catalogers in the area of descriptive cataloging, and it includes the most recent Library of Congress rule interpretations at the time of publication. Following an introductory section, the main body of the manual is arranged according to AACR2 rule number with discussions and example applications to specific

cases. Each example refers to the appendix, which contains photocopies of title pages and other sections of books, serials, etc. Complete cataloging, with and without MARC coding, is given for each title and is cited whenever that title is used to illustrate a rule. A number of typographic conventions are included to assist the user. (RAA)

ED 207 543

IR 009 654

Hafiz, Mary G.

Joint Regional Depository for United States Public Documents: A Case Study in Nebraska.

Nebraska Univ., Lincoln. Univ. Libraries.

Pub Date—79

Note—22p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Libraries, Clearinghouses, *Contracts, *Depository Libraries, *Government Publications, Higher Education, Library Collections, *Library Cooperation, Library Expenditures, Library Facilities, Library Personnel, *Regional Cooperation, Regional Programs, *Shared Services

Identifiers—Nebraska

This case study documents the cooperative efforts of the University of Nebraska-Lincoln libraries and the Nebraska Publications Clearinghouse to form a joint regional depository for United States documents, and explores their solutions to problems of facilities, personnel, and finances. It includes the unique agreement eventually approved by the Superintendent of Documents allowing the university to retain the full pre-1974 collection and the clearinghouse to maintain the full or master post-1974 collection. The agreement further allows each library to receive a full set of new publications that they may better serve their differing audiences, and to participate in interlibrary loan with smaller depositories with more limited collections. The letter proposing the agreement, the text of the agreement, and the letter of approval are included. A bibliography lists 13 references. (RAA)

ED 207 544

IR 009 655

Carter, Jimmy

Report of President Jimmy Carter to the Congress of the United States Concerning the White House Conference on Library and Information Services.

Executive Office of the President, Washington, D.C.

Pub Date—26 Sep 80

Note—7p.; For a related document, see IR 009 542.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Disadvantaged, *Information Needs, *Information Services, *Library Services, *Technological Advancement

Identifiers—Access to Information, *White House Conference Library Info Services

This letter of transmittal from the President to the Congress of the United States accompanies the final report of the White House Conference and stresses the importance of libraries to the nation; emphasizes the responsibilities of the government to support library and information services; reminds administrators and legislators of their roles in insuring access to information while safeguarding the legitimate needs of privacy and security; places special emphasis on the needs of the disadvantaged; and explores the impact of new information and communication technologies. The President also reviews current and future actions to be taken by executive and administrative agencies to further these goals, and suggests legislative proposals to the Congress. (RAA)

ED 207 545

IR 009 656

Burr, Julie And Others

Information for Community Action: A Demonstration of University/Public Library Cooperation in Meeting Community Groups' Information Needs. Final Report.

Seattle Univ., Wash. Inst. of Public Service.

Spons Agency—Office of Libraries and Learning Resources (DHEW/OE), Washington, D.C.

Pub Date—Aug 80

Grant—G007900538

Note—83p.; For a related document, see ED 184 549.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—College Libraries, *Community Information Services, *Community Organizations, *Demonstration Programs, Higher Education, *Information Needs, *Information Retrieval, *Library Cooperation, Library Services, Online Systems, Public Libraries, Questionnaires

Identifiers—Access to Information

Designed to facilitate neighborhood resource centers for community projects, this 2-year cooperative demonstration project between the Seattle Public Library and Seattle University's community resource program developed four methods for libraries to serve community groups on an effective and continuing basis: regular attendance by librarians at community group meetings; contributions by community leaders to their neighborhood libraries; formal presentations by librarians to community groups; and installation of computer terminals in neighborhood libraries. Also included in these programs was the involvement of all levels of librarians in planning, special orientation, training, outreach, and evaluation. Project activities were evaluated by comprehensive and special purpose questionnaires for specific models and activities, interviews, and the deliberations of an ad hoc library and staff committee. Results indicated the combination of librarian training and outreach increased the visibility of special collections; computer terminals increased public awareness of library accessibility; and, finally, that outreach improves the ability of the library staff to improve professional skills and enhances the overall visibility of library services. Appendices include questionnaires, supporting administrative documents, and sample public relations materials. (Author/RAA)

ED 207 546

IR 009 657

Fishbein, Toby, Ed. Perry, Alan F., Ed.

Preserving Your Historical Records. Proceedings of the Symposium Held at Drake University (Des Moines, Iowa, October 21-22, 1978).

Pub Date—Oct 78

Note—138p; Photographs will not reproduce. Available from—Archives Branch, Federal Archives and Records Center, 2306 East Bannister Road, Kansas City, MO 64131 (free).

Pub Type—Collected Works - Proceedings (021) — Reports - Descriptive (141) — Guides - General (050)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Archives, *Books, Cooperative Programs, Library Material Selection, Local History, Museums, *Paper (Material), *Photographs, *Preservation

Identifiers—Iowa, *Manuscripts, *Public Records

This volume is the edited transcript of the tape-recorded symposium of archivists, manuscript curators, librarians, and historical agency administrators, which was held at Drake University in the fall of 1978. The papers presented are "The Law and Public Records: The Iowa Context" by Peter T. Harstad; "Being Selective: What to Collect and Preserve" by George Talbot; and "Preservation of Black and White Photographs" and "Stability and Preservation of Color Photographs," both by Henry Wilhelm. Separate panels conducted by George Cunha and others consider "Where to Do It? A Panel Discussion on Regional, State, and In-House Conservation" and "How to Do It? A Panel Discussion on Do-It-Yourself Conservation Techniques." Appendices include information on examination of Iowa public records, sources of preservation supplies, current color processes, recommended color print materials and limits of color print image deterioration, and storage of color materials. (Author/RAA)

ED 207 547

IR 009 658

Lewis, Gary A.

Bibliographic Materials Fund Allocation Formula in Use at Radford University.

Radford Univ., Va.

Pub Date—29 Jun 81

Note—19p; Charts may not reproduce.

Pub Type—Guides - General (050) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Charts, College Libraries, Higher Education, *Library Acquisition, *Library Collections, *Library Expenditures, *Library Materials, *Resource Allocation

Identifiers—*Funding Formulas, Radford University VA

Developed by Radford University to overcome the inadequacies of an acquisition allocation system

based on faculty demand, this updated allocation formula considers factors of undergraduate credit person hours, number of declared undergraduate majors, graduate credit person hours, number of graduate majors, average cost weighting, importance of books over serials, and local library use, to produce an allocation index for the purchase of library materials for a given subject field. Eleven charts are presented to illustrate the application of the formula to the 1981-82 academic year funding allocations. The evolution of the formula is traced from its original use during the 1975-76 academic year. (RAA)

ED 207 548

IR 009 659

Kozak, Karen, Ed.

"Goals for the Eighties." Proceedings from the 1981 Spring Meeting of the Nebraska Library Association, College and University Section (Wayne, Nebraska, April 23, 1981).

Nebraska Library Association, Lincoln.

Pub Date—23 Apr 81

Note—79p; Best copy available.

Pub Type—Collected Works - Proceedings (021) — Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Academic Libraries, College Libraries, Guidelines, Higher Education, *Library Acquisition, Library Associations, *Library Automation, *Library Instruction, *Library Services, *Professional Development

Identifiers—Nebraska

Intended to stimulate growth and activity in the academic section of the state library association, the eight papers in this collection address concerns of professional recognition and development, library services, collection maintenance, library instruction, and library automation, offering advice based on a variety of experiences and providing guidelines for practical action. Included are "How Participants Can Ensure the Success of a Meeting" by Karen L. Sampson, "Staff Development Programs: A Practical Approach to Implementation in Your Library" by Brian Striman, "The Penultimate Users' Guide: A Competency-Based 'Packet' System as Applied to Integration of Guides-to-the-Literature into the Curriculum" by Peggy Brooks Smith, "Videotape as an Aid to Bibliographic Instruction" by Janet Key and Thomas A. Tollman, "Collective Bargaining in Midwest Libraries" by Bob Carmack and John Olgaard, "A Collection Analysis and Deselection Program at the University of Nebraska at Omaha University Library" by John Reidelbach, "Applications of Microcomputers in Academic Libraries and Media Centers" (abstract only) by Ronald D. Johnson and DeForest Nesmith, and "Determining Preferences for Library Services" by Jack L. Middendorf. A directory of contributors is included. (RAA)

ED 207 549

IR 009 660

Mayer, Richard E.

Analysis of a Simple Computer Programming Language: Transactions, Prestatements, and Chunks. Report No. 79-2. Series in Learning and Cognition.

California Univ., Santa Barbara. Dept. of Psychology.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—[79]

Grant—SED-77-19875

Note—34p; For a related document, see IR 009 662.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Computer Science Education, Instructional Innovation, *Learning Processes, Learning Theories, *Programming Languages, *Teaching Methods

Identifiers—*BASIC Programming Language

This discussion of the kind of knowledge acquired by a novice learning BASIC programming and how this knowledge may be most efficiently acquired suggests that people who do programming acquire three basic skills that are not obvious either in instruction or in traditional performance: (1) the ability to analyze each statement into a type of prestatement, (2) the ability to enumerate the transactions involved for each prestatement, and (3) the ability to chunk prestatements into general clusters or configurations. The instructional implications of a psychological analysis of the basic concepts underlying performance in BASIC programming are considered, and an alternative instructional

approach—the "transactional approach"—is recommended for teaching programming. This approach involves teaching the underlying concepts of transactions, prestatements, and chunks using a concrete model of the computer, before emphasizing hands-on learning. It is argued that once the student has acquired the relevant subsuming concepts, the relationship between program and output will be more meaningful. Nine references are listed, and appendices include the eight levels of knowledge for BASIC; examples of transactions, prestatements, and chunks and diagrams of the traditional and transactional approaches. Other publications in this report series are listed. (MER)

ED 207 550

IR 009 661

Mayer, Richard E. Bayman, Piraye

Analysis of Users' Intuitions About the Operation of Electronic Calculators. Report No. 80-4. Series in Learning and Cognition.

California Univ., Santa Barbara. Dept. of Psychology.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—80

Grant—NIE-G-78-0162; NIE-G-80-0118

Note—78p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Calculators, *Cognitive Style, *Computation, Higher Education, *Learning Processes, Psychological Studies, Statistical Analysis, Tables (Data), Undergraduate Students

Identifiers—Computer Literacy, *Intuition (Mathematics)

A study designed to serve as an initial step in building a theory of computer literacy was conducted to provide new information concerning how humans think about calculators and to determine how individual differences in students' intuitions affect their understanding and use of the calculator. Thirty-three expert and 33 novice calculator users were asked to fill out questionnaires, and then to predict what number would be in the display of the calculator after a series of key presses for 88 math problems. Analytic techniques of cognitive psychology were applied to assess the performance of the subjects compared to the performance of the calculators, as well as subject performance in light of the type of calculator used, and the amount of previous experience with calculators. Results indicated that there were tremendous individual differences among users in their interpretations of the logic of the calculator's operating system. Future work is recommended to determine whether intuitions, once diagnosed, can be altered through instruction, and to determine whether people with certain intuitions can use their calculators more creatively or learn a new computer language more efficiently than people with other sets of intuition. Nineteen references are listed and supporting data are appended. (MER)

ED 207 551

IR 009 662

Mayer, Richard E.

Contributions of Cognitive Science and Related Research on Learning to the Design of Computer Literacy Curricula. Report No. 81-1. Series in Learning and Cognition.

California Univ., Santa Barbara. Dept. of Psychology.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Dec 80

Grant—NIE-80-G-0118

Note—35p; Shorter version of this paper was presented at the Conference on National Computer Literacy Goals for 1985 (Reston, VA, December 18-20, 1980). For a related document, see IR 009 660.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Calculators, *Cognitive Processes, *Computer Science Education, *Learning Processes, Models, *Programming, Psychological Studies, Teaching Methods

Identifiers—BASIC Programming Language, *Computer Literacy, Intuition (Mathematics)

A review of the research on techniques for increasing the novice's understanding of computers and computer programming, this paper considers the potential usefulness of five tentative recommendations pertinent to the design of computer literacy curricula: (1) provide the learner with a concrete model of the computer; (2) encourage the learner to actively restate the new technical information in his

or her own words; (3) assess the learner's existing intuitions about computer operation and try to build on or modify them; (4) provide the learner with methods for chunking statements into smaller, meaningful parts; and (5) provide the learner with methods for analyzing statements into smaller, meaningful parts. It is concluded that, while results of cognitive research provide qualified support for the first two recommendations, more active research is needed on the other three. A bibliography lists 59 references, and appendices include seven statements used in a BASIC-like instructional booklet, examples of six types of test problems for a BASIC-like language, an example of an elaboration exercise, and data from a study included in the review. (MER)

ED 207 552

IR 009 663

Clymer, S. J.
Advanced Multiple Processor Configuration Study. Final Report.

Teledyne Brown Engineering, Huntsville, Ala.
Spons Agency—Air Force Human Resources Lab., Brooks AFB, Texas.

Report No.—AFHRL-TR-80-43

Pub Date—May 81

Contract—F33615-79-C-0003

Note—122p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Armed Forces, *Computer Oriented Programs, *Equipment Evaluation, Equipment Standards, Evaluation Methods, *Flight Training, Flow Charts, Formative Evaluation, *Models, *Simulation

Identifiers—Air Force

This summary of a study on multiple processor configurations includes the objectives, background, approach, and results of research undertaken to provide the Air Force with a generalized model of computer processor combinations for use in the evaluation of proposed flight training simulator computational designs. An analysis of a real-time flight simulator was performed which produced a set of design characteristics in terms of flight simulator configurations and multiple processor performance measures. A literature search, which was undertaken to support this analysis and to assess evaluation methods and instruments, identified a baseline set of techniques and tools which can be used to evaluate alternative candidate multiple processor designs with respect to a set of quantitative computational measures for a given application. Tables displaying input and output definitions for a functional performance simulator are appended. (MER)

ED 207 553

IR 009 664

Barlow, Esther M.
Annotated Bibliography of the Air Force Human Resources Laboratory Technical Reports—1979. Final Report.

Air Force Human Resources Lab., Brooks AFB, Texas.

Report No.—AFHRL-TR-81-1

Pub Date—May 81

Note—54p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Aerospace Education, Annotated Bibliographies, Armed Forces, *Career Planning, Computers, Electronics, Mathematics Instruction, *Military Personnel, Operations Research, *Technical Education, *Training Methods

This annotated bibliography presents summaries of 81 reports on personnel and training research conducted by the Air Force Human Resources Laboratory (AFHRL). Topics addressed include electronics, aeronautics, computers, mathematics, and operational research, as they relate to the selection, motivation, training, retention, education, utilization, and career development of military personnel. Reports are indexed by personal author, civilian corporate author, project type, title, and military research division. A keyword index is also provided. (MER)

ED 207 554

IR 009 665

Phillips, Susan D. And Others

Career Planning Modules for the Officer Career Information and Planning System.

Columbia Univ., New York, N.Y. Teachers College.
Spons Agency—Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.

Report No.—ARI-RR-1257

Pub Date—Aug 80

Contract—DAHC-19-76-C-0030

Note—38p.

Pub Type—Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Artificial Intelligence, *Career Planning, *Computer Assisted Instruction, Cost Effectiveness, Field Tests, *Learning Modules, *Military Training, Officer Personnel

This discussion of the modules in an experimental computer-aided system for officer career information and planning system (OCIPS) includes the reasons for its development, a description of the seven modules, and the findings of a preliminary test of four of the modules for feasibility and credibility. Initially developed in response to a need seen by the Army for a cost-effective career planning system, the modules, in the form of interactive dialog units, provide an introduction to career planning information about officer careers, data about the process of alternate specialty designation, practice in self-understanding, and an opportunity to create long-term career goals by translating them into plans for action. The results of a field test with 52 company grade officers indicated that they found the content of the modules to be interesting, accurate, useful, and understandable. Subjects gave highly favorable ratings to the use of computers in transmitting career information. A cost-effective analysis of the system is currently in progress. (Author/MER)

ED 207 555

IR 009 667

Siegel, Martin A. DiBella, Louis V.

Optimization of Computerized Drills: An Instructional Approach.

Illinois Univ., Urbana. Computer-Based Education Research Lab.

Spons Agency—Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.
Report No.—CERL-R-E-16

Pub Date—Apr 80

Contract—MDA903-79-C-0551

Note—39p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 1980).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Citizenship Education, College Students, *Computer Assisted Instruction, Decoding (Reading), *Discrimination Learning, *Drills (Practice), *Feedback, Instructional Design, *Microcomputers, *Models, Reading Comprehension

Identifiers—PLATO

This report describes a computer drill called the Corrective Feedback Paradigm (CFP) and summarizes a research study which examines the effects of the CFP on posttest and time to mastery achievement. The CFP, which embodies the use of such principles as mastery learning, increasing ratio review, and discrimination training, is capable of being implemented on any computer-assisted instruction system, including micro-based systems. In this analysis of the program, 120 college seniors were required to learn 20 English-Japanese transliterated word pairs. Treatment groups were then examined according to the type of corrective feedback given, and the type of training and review procedures used. Results indicated that increasing numbers of ratio review techniques should be employed in computer drills, and that discrimination training should be provided after error feedback. Examples of CFP drills on reading comprehension and constitutional history are included, as well as recommendations for the future design of optimized drill paradigms. (MER)

ED 207 556

IR 009 668

Evans, Richard B.

The "Roar of Chatter" in the Library at San Joaquin Delta College. Research Project.

Pub Date—13 Dec 79

Note—17p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Libraries, *Environment, Higher Education, *Library Facilities, *Methods, Pollution, *Signs, Study Facilities

Identifiers—*Noise Pollution

Quiet signs and verbal cautioning by library staff do not decrease library noise levels as revealed by two tests using sound measuring equipment at San Joaquin Delta College. The levels in fact increased, confirming previous opinions that signs and staff intervention have little effect on patron behavior. Test methods, data, and five references are included. (RAA)

ED 207 557

IR 009 669

Staples, E. Susan

Identifying Continuing Education Needs as Perceived by Public School Learning Resources Personnel in Texas. A Final Report of a Research Project.

Texas A and M Univ., College Station. Dept. of Industrial Education.

Pub Date—Feb 81

Note—78p.

Pub Type—Reports - Evaluative (142) - Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Educational Resources, Learning Resources Centers, *Librarians, Library Surveys, *Media Specialists, Needs Assessment, *Professional Continuing Education, *Public Schools, Questionnaires, School Libraries

Identifiers—*Texas

A study conducted to assess the needs for inservice experiences as perceived by learning resources specialists employed in Texas public schools asked a random sample of 313 practitioners to rate a comprehensive list of competencies in educational technology and library science as being of value in the performance of their jobs, and to evaluate their own level of development or expertise for each competency. Data from the 224 responses received provide credence for seven broad conclusions: continuing education is generally needed for this group; all 60 competencies were rated at least of "some importance"; the general level of expertise was rated at least near the level of "some capability"; respondents indicated a low level of expertise in 13 competencies they rated as important; two additional groups of competencies were identified for second priority in continuing education needs; respondents placed greater value on competencies associated with organization, management, acquisition, and dissemination; and they rated their expertise at a lower level for competencies in areas they rated as less important. Suggestions are made for future research, and a 10-item bibliography is provided. The survey materials appended include a copy of the questionnaire. (CHC)

ED 207 558

IR 009 670

McLean, Dulce DiDio

Bibliographic Instruction to the Student of Foreign Language and Literature: A Feasibility Study.

Pub Date—[78]

Note—24p.

Pub Type—Reports - Evaluative (142) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Libraries, *College Students, Educational Needs, Feasibility Studies, Higher Education, *Instructional Development, Instructional Improvement, *Library Instruction, *Literature, *Second Language Learning, Second Language Programs

Identifiers—*University of Toledo OH

This instructional feasibility study discusses topics and concerns as they relate to the development of a library user program for the student of foreign language and literature, provides insights on the issues of foreign language academic instruction, and addresses the local concerns of the University of Toledo. The needs of students as perceived by the faculty teaching Spanish and German in the Department of Foreign Languages are emphasized, and a plan of action for the extension of bibliographic instruction to the student and the Department of Foreign Languages is proposed. There are 22 references. (Author/RAA)

ED 207 559 IR 009 671
Dissemination Capacity Building Project. Final Report.

Montana State Dept. of Public Instruction, Helena. Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Office of Research Grants.

Pub Date—24 Feb 81

Grant—NIE-G-75-0017

Note—19p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Diffusion, *Educational Research, *Educational Resources, Federal Aid, Federal Programs, *Information Dissemination, Information Networks, Linking Agents, Objectives, State Programs

Identifiers—*Montana, *State Capacity Building Program, State Dissemination Grants Program

Originally established with the aid of federal grants, the continuing state dissemination program—designed to place the results of educational research and other educational resources at the disposal of Montana educator users—is described from its inception in 1976 through 1980. The dissemination capacity of the state educational system is reviewed as it existed prior to the program; as the information was gathered in the first year to establish a continuing program; and in terms of the accomplishment of resource development, linkage, and leadership objectives in each succeeding year. The report concludes with a brief glimpse of the future of the program, now to be wholly state supported. There is a table summarizing major accomplishments. (RAA)

ED 207 560 IR 009 672

Gillentine, Jane And Others

Evaluating Library Services. New Mexico State

Library Occasional Paper No. 8.

New Mexico State Library, Santa Fe.

Pub Date—Jul 81

Note—45p.; Best copy available.

Pub Type—Guides - General (050) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Evaluation Methods, Guidelines, *Institutional Evaluation, Librarians, *Library Collections, *Library Services, Research Methodology, *Sampling, *Use Studies

Developed to assist librarians in the measurement and evaluation of the library's ability to provide services, this guide suggests a number of evaluation techniques that may be used once the reasons for a study have been clearly determined and locally peculiar conditions have been taken into account. The first section explains methods for assessing library use, offers procedures for measuring activities that occur in the library including room and equipment use, and outlines techniques for determining in-library circulation and for maintaining library program records. The following section explains several methods for evaluating the library's collection, and the final section introduces the basic concept of sampling as an evaluation tool for library usage and collection study. Two charts summarizing assessment of library use methods and collection evaluation methods are included, along with a table of random numbers and lists of suggested readings for each section. (RAA)

ED 207 561 IR 009 673

Illinois Capacity Building Project. Final Report.

Illinois State Board of Education, Springfield. Illinois Resource and Dissemination Network.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—80

Note—31p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Diffusion, *Educational Research, *Educational Resources, Federal Aid, Federal Programs, *Information Dissemination, Information Networks, Linking Agents, Objectives, State Programs

Identifiers—*Illinois, *State Capacity Building Program, State Dissemination Grants Program

This narrative report on a 5-year project summarizes the major objectives and accomplishments of a federally supported dissemination program designed to place the results of educational research and other educational resources at the disposal of Illinois users. The report includes highlights of the first four years of the project, entitled "Planning and Implementation," "Resource Collection and Man-

agement," "Project Expansion and Modification," and "User Awareness and Application" respectively, with a detailed account of the final year, "Institutionalization," as an example of specific objectives and activities. Project objectives were modified and expanded over the years and are considered to be the foundation of and the reason for the project's successful operation. A chart summarizes objectives and accomplishments. (RAA)

ED 207 562 IR 009 674

Information Systems for the Human Services.

Project SHARE. Human Services Bibliography Series.

Department of Health and Human Services, Rockville, Md. Project Share.

Spons Agency—Department of Health and Human Services, Washington, D.C.

Pub Date—Jul 81

Note—40p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (1981-341-155/130).

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Abstracts, Annotated Bibliographies, *Cable Television, Confidentiality, Databases, *Human Services, Information Dissemination, *Information Systems, Local Government, *Online Systems, Privacy, *Referral, Standards

Identifiers—*Project SHARE

The 48 abstracts in the Project SHARE bibliography deal with the use of computerized information systems in day care, education, public assistance, and mental health and local government settings. Effects of standardization on human services and issues of privacy and confidentiality are two of the important questions raised by these documents. Projects and pilot programs of varying success are presented, along with analyses of the benefits reaped and the problems encountered. In addition to computerized data systems, other forms of information dissemination—"talkback radio," referral directories, and interactive cable television—are discussed. The bibliography, which provides a representative but not exhaustive sampling of the topic, is divided into three sections: the abstracts with full citations arranged alphabetically by author, a listing of personal or corporate authors, and an index of titles. (Author/RAA)

ED 207 563 IR 009 675

Maryland Plan for Libraries, 1981-1986.

Maryland State Dept. of Education, Baltimore. Div. of Library Development and Services.

Pub Date—Jun 81

Note—58p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Information Needs, Library Cooperation, Library Networks, *Library Planning, *Library Services, Master Plans, *Objectives, *Statewide Planning

Identifiers—*Maryland

Designed by the library community and approved by the Maryland Advisory Council on Libraries, the Maryland Library Association, and the State Board of Education, this master plan establishes directions and targets for meeting the library needs of Maryland citizens for the next five years. The result of a series of formal and informal meetings of the Advisory Planning Committee made up of academic, public, school, and special librarians and lay persons, it sets forth four major goals: public access to and encouragement to use libraries and media centers; services to faculty, students, and staff; interlibrary cooperation; and services to special populations. Subordinate objectives for accomplishment by governmental, educational, and library agencies from the state through the local level are provided. The plan calls for implementation during the period 1981-86 through the mutual efforts of the concerned agencies; stipulates financial support requirements to the state executive and legislative branches; and requests guidelines and staff, technical, and program assistance from the State Department of Education. A 35-item bibliography and a directory of the planning committee members are included. (RAA)

ED 207 564

Fjallbrant, Nancy, Ed.

NVBF Anglo-Scandinavian Seminar on Library User Education. Proceedings (Gothenburg, Sweden, November 2-4, 1976).

Chalmers Univ. of Technology, Gothenburg (Sweden). Library; Scandinavian Research Librarians' Association (Sweden).

Spons Agency—British Council, London (England); Nordic Culture Fund, Copenhagen (Denmark).

Report No.—CTHB-12

Pub Date—Nov 76

Note—152p.

Pub Type—Collected Works - Proceedings (021) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Libraries, Consumer Education, *Evaluation Methods, Foreign Countries, Higher Education, *Instructional Materials, Library Cooperation, *Library Instruction, Library Skills, *Objectives, Program Evaluation, *Teaching Methods

Identifiers—Great Britain, Scandinavia

The 19 papers and three panel discussions on the goals, methods, and evaluation of user education that are presented in this collection draw upon the experiences of librarians of the Scandinavian countries and Great Britain. The principles and practice of user education and its aims and goals in each of the participating nations are presented in seven of the papers, aspects of instructional materials and teaching methods are explored by nine others, and the evaluation of user education, including problems, methods, and practice, are considered by the final three. Interspersed among the three groups of papers are panel discussions on the general themes presented by the papers, and the seminar concludes with a final discussion and recommendations. Included are a list of participants and a list of publications in Swedish by the Chalmers University of Technology Library. (RAA)

ED 207 565

OMS Annual Report 1980.

Association of Research Libraries, Washington, D.C. Office of Management Studies.

Pub Date—80

Note—45p.; For a related document, see ED 190 100.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Annual Reports, College Libraries, Information Dissemination, *Information Processing, Inservice Education, *Library Associations, *Management Development, *Organizational Effectiveness, Program Implementation, *Research Libraries, *Self Evaluation (Groups), Staff Development

In consonance with its goal of improving research library performance through assisted self-study, information gathering and dissemination, staff training and development programs, and consultation services, the Office of Management Studies reports highlights of its activities in the Academic Library Program, the Academic Library Public Service Study, the Academic Library Consultant Training Program, the Preservation Program, and the Circulation Study Project. The details of its activities in the areas of the academic library program, information exchange, organizational training and staff development, and a priority listing of 1981 goals are presented in separate sections of the report. Appendices include a bibliography of OMS publications in 1980, a financial report, a directory of OMS advisory committees, and a personnel listing of the OMS staff. (RAA)

ED 207 566

Hubbard, William J., Ed.

An Overview of Library Networking in Virginia.

Virginia State Library, Richmond.

Pub Date—81

Note—97p.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Information Analyses (070)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Advisory Committees, *Legislation, Library Cooperation, *Library Networks, *Library Planning, *Policy Formation, *State Libraries, Statewide Planning

Identifiers—*Virginia

Intended to provide background information for a special advisory commission created by the state legislature to study the desirability of a state library

IR 009 676

IR 009 677

IR 009 678

networking system, this series of 12 papers prepared by the staff librarians of the Virginia State Library summarizes the workings of various network programs, techniques for implementing them, and what has been done in other states as well as Virginia. The topics are: "What Is a Library Network and What Can It Do?" "Network Architecture," "The Role of Utilities in Library Networking," "Network Economic Considerations," "Union Catalogs," "Interlibrary Loan Center," "Staff Development," "Cooperative Buying," "Delivery Systems," "Centralized Processing," "Reference and Referral Centers," and "Suggested Virginia Plan for Networking." (RAA)

ED 207 567

IR 009 679

Duncan, E. B. And Others

Qualified Citation Indexing: Its Relevance to Educational Technology.

Aberdeen Univ. (Scotland). Univ. Teaching Centre; Robert Gordon's Inst. of Technology, Aberdeen (Scotland).

Spons Agency—Scottish Inst. of Adult Education, Edinburgh.

Pub Date—Apr 81

Note—11p; Paper presented at the Educational Technology International Conference, (Aberdeen, Scotland, April 1981).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Authors, *Citation Indexes, Costs, *Databases, *Educational Technology, *Indexing, *Information Retrieval, Online Systems, Relevance (Information Retrieval)

Identifiers—*Qualified Citation Indexing

Citation indexing, which matches linked articles through links with authors rather than through subject keyword matching, is particularly relevant to educational technology, a widely-spread subject with a special user group of varying interests, difficult to cover in one retrieval service, and whose terminology is often ambiguous. By including links from lists of references, very large databases are created, some of whose links may be misleading. Qualified citation indexing seeks to refine the output by including terms that are mutually exclusive and unambiguous to describe the context of the reference. The Scottish Education Department Qualified Citation Indexing Project is setting up a citation database with linked references from citing to cited work, the links qualified by using a list of relational or descriptive terms compiled from previous studies and the suggestions of users. Retrieval will be tested and modifications will be built in from feedback thus acquired and a prototype index will be presented. A major part of the work will be the identification of key authors and key papers and estimates will be made of both computing and indexing costs. (Author/RAA)

ED 207 568

IR 009 680

Folke, Carolyn, Comp.

A Selective Bibliography on School Materials: Selection and Censorship.

Pub Date—80

Note—13p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrators, Annotated Bibliographies, *Censorship, Elementary Secondary Education, *Instructional Materials, Reading Material Selection, *Textbook Selection

Identifiers—*Wisconsin

Prepared as a guide for Wisconsin school administrators selecting school instructional materials, this bibliography provides annotations of 57 useful readings on the selection and censorship of school materials. Journal articles, monographs, and ERIC documents are included. (RAA)

ED 207 569

IR 009 682

Kreigh, Helen, Comp.

Wisconsin Summer Library Program Manual, 1981. Merlin's Mid-Summer Magic.

Wisconsin State Dept. of Public Instruction, Madison. Div. of Library Services.

Pub Date—81

Note—140p.

Pub Type—Guides - General (050)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Audiovisual Aids, *Children, Children's Literature, *Community Programs, *Cooperative Programs, Fantasy, Human Resources, *Library Extension, *Library Services, Public Libraries, Reading Programs, *Summer Programs

Identifiers—Children's Librarians, Magic, Wisconsin

This manual provides librarians with suggestions and patterns for decorations, promotion, resources (print, nonprint, and human), and activities and events for a community cooperative program providing library services to children during the summertime. Several ways in which the theme, Merlin's Midsummer Magic could be developed are suggested; e.g., emphasis on magic and fantasy, the magic of the world around us, or the world of King Arthur, with knights, castles and dragons. Included are ideas for a kickoff event, registration of participants, magic tricks, and children's games. A program materials ordering form and an evaluation form are provided, and resource listings give information about available performing artists and groups, realia, craft and construction aids, films, sound recordings, and theme bibliographies of children's books prepared by contributors and the Cooperative Children's Book Center. Administrative information includes a roster of planning committee members and contributors, the geographic distribution of committee members, the program announcement, a message from the coordinator, a fifth year progress report, and comparative materials purchase statistics. (RAA)

ED 207 570

IR 009 685

Hektoen, Faith

Considerations Before Writing a Public Library

Building Program in Children's Services.

Connecticut State Library, Hartford.

Pub Date—13 Mar 78

Note—21p; Connecticut Environments for Children Committee.

Pub Type—Guides - General (050)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Audiovisual Aids, Behavior, *Childhood Needs, Children, *Facility Planning, *Facility Requirements, Guidelines, *Library Facilities, *Library Materials, Library Planning, *Library Services, Public Libraries

Designed to be useful for the assessment of existing collections and facilities as well as for planning new libraries, these guidelines detail specific needs, considerations and possibilities, and specifications for both materials and area planning. The materials section includes separate treatment for various types of books and other publications, art objects and realia, and audiovisual materials and equipment. Area planning is broken down by age group and functional area, including work areas for staff and program rooms. Also included are a list of behaviors observed in children's rooms, factors to be considered in determining book collection size, and an audiovisual philosophy statement. (RAA)

ED 207 571

IR 009 686

Menge, Paul, Comp.

A Glossary of Terms, Acronyms, and Abbreviations Used in the Department of Health and Social Services.

Wisconsin State Dept. of Health and Social Services, Madison.

Pub Date—May 80

Note—37p.

Pub Type—Reference Materials - Vocabularies/Classifications (134)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Abbreviations, Glossaries, *Human Services, *Legislation, *Private Agencies, *Public Agencies, *State Agencies, Vocabulary

Identifiers—Wisconsin

Intended to help those whose contact with the Department of Health and Social Services is continuous and whose need for a quick reference persists beyond a single document or meeting, this glossary defines specialized terminology and spells out (defining where necessary) abbreviations and acronyms used in the agency's programs and papers. This collection of over 300 items includes private, state, and federal agency names and shortened titles commonly used for enacted legislation in the field of human services. (RAA)

ED 207 572

IR 009 687

Scott, Randall W., Ed.

The Harry "A" Chesler Collection of Illustration and Comic Art at Fairleigh Dickinson University: A Booklist.

Michigan State Univ., East Lansing. Univ. Libraries.

Pub Date—81

Note—37p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Cartoons, *Comics (Publications), History, *Humor, *Illustrations, Library Collections, *Popular Culture, *Satire

The more than 600 books and studies on illustration and comic art cited in this booklist cover a wide variety of topics, including comic strips, political satire, pop culture, and animated cartoons. Materials are international in scope, and each item is listed alphabetically by its main entry in the Chesler Collection shelflist. A contact is provided for scholars wishing to consult works in the collection. (RAA)

ED 207 573

IR 009 688

Scott, Randall W., Comp.

Finding Materials on American Popular Culture in the MSU Libraries: Popular Music, Television, Comics, Popular Fiction, Movies. How to Find Series No. 9.

Michigan State Univ., East Lansing. Univ. Libraries.

Pub Date—80

Note—26p.

Pub Type—Guides - General (050) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Libraries, *Comics (Publications), *Fiction, *Films, Higher Education, Library Guides, Library Materials, *Music, *Popular Culture, *Television

Identifiers—Michigan State University

An introduction to popular culture materials in the Michigan State University Libraries, this combination library guide and bibliography presents finding tools for popular fiction, comic materials, popular music, movies, and television programming. It provides instruction on the use of the card catalog, suggested subject heading search terms, and selected recommended bibliographic source works for each of the categories. Popular fiction is further subdivided into detective fiction, spy fiction, historical fiction, science fiction and fantasy, westerns, and women's popular fiction. There are also a number of general reference materials. (RAA)

ED 207 574

IR 009 689

Report on Questions Raised and Requests Made at the 1980 National Conference of Librarians Serving Blind and Physically Handicapped Readers.

Library of Congress, Washington, D.C. National Library Service for the Blind and Physically Handicapped.

Pub Date—Apr 81

Note—28p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Blindness, *Federal Programs, Librarians, Library Automation, Library Circulation, Library Equipment, *Library Services, *Physical Disabilities, Publications, *Reading Difficulties, *Reading Materials, Reading Programs

Identifiers—National Library Service for the Blind

Using a question and answer format, this report provides answers to a wide variety of questions and requests about National Library Service policies and procedures, planning and development, reading materials, equipment, and publication services of concern to librarians serving these user groups. Questions directed to guest speakers and panelists about using volunteers and a proposed nonautomated circulation system are answered in the first two appendices. The third contains a resolution adopted by conference participants extending appreciation to Blanca J. Lastrapes of the Louisiana State Library for her contributions to handicapped persons, and the fourth presents two announcements by participants. (RAA)

ED 207 575

IR 009 691

Solomon, Cynthia J.

Leading a Child to a Computer Culture. AI Memo 343.

Massachusetts Inst. of Tech., Cambridge. Artificial Intelligence Lab.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—LOGO-20

Pub Date—Dec 75

Grant—NIE-G-74-0012

Note—7p; Paper presented at SIGCSE-SIGCUE Symposium (Anaheim, CA, February 1976).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Children, *Computer Assisted Instruction, Computer Graphics, Elementary Education, *Input Output Devices, Research Projects
Identifiers—Computer Literacy, *LOGO System, *Turtles

This paper describes the way in which a child is introduced to LOGO, which is both a programming language and an environment or a way of thinking about computers and about learning. After a brief description of the devices used by LOGO, the process of acquainting a student with the system is explained. The strong anthropomorphization of components of the LOGO system is discussed, with emphasis on the computer controlled mechanical turtles and display turtles used in the system. Also discussed is the importance of having children learning to use LOGO to think of their projects as research enterprises. The 23 references listed include 11 working papers, memos, and reports on LOGO. (LLS)

ED 207 576

IR 009 692

Perlman, Radia

Using Computer Technology to Provide a Creative Learning Environment for Preschool Children. AI Memo 360.

Massachusetts Inst. of Tech., Cambridge. Artificial Intelligence Lab.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—LOGO-24

Pub Date—May 76

Grant—NSF-EC40708X

Note—32p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Computer Assisted Instruction, *Computer Programs, *Input Output Devices, *Preschool Children, Problem Solving, *Programming Languages, Research Needs

TORTIS is a system of special terminals together with software which is designed to provide programming capability and be accessible for use by very young children. The system is designed to add capabilities in small increments so that the child is never overwhelmed by too much to learn at one time, and maintains a feeling of control over the environment. This system facilitates learning of various concepts such as relative size of numbers, frames of reference, procedures, conditionals, and recursion, but more importantly it teaches good problem solving techniques and a healthy approach to learning. There are improvements which can be made to the TORTIS system; however, certain research must be undertaken before they may be implemented. Twelve references are listed. (Author/LLS)

ED 207 577

IR 009 693

Lieberman, Henry

The TV Turtle: A LOGO Graphics System for Raster Displays. AI Memo 361.

Massachusetts Inst. of Tech., Cambridge. Artificial Intelligence Lab.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—LOGO-25

Pub Date—8 Jun 76

Grant—NSF-EC40708X

Note—9p; Paper presented at ACM Graphics Languages Symposium (June 1976).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Children, Computer Assisted Instruction, *Computer Graphics, *Computer Programs, Display Systems, Elementary Education, *Input Output Devices, *Programming, Programming Languages

Identifiers—*LOGO System, *Turtles

This discussion of the advantages and limitations of raster graphics systems points out that until recently, most computer graphics systems have been oriented toward the display of line drawings, continually refreshing the screen from a display list of vectors. Developments such as plasma panel displays and rapidly declining memory prices have now made feasible raster graphics systems, which instead associate some memory with each point on the screen and display points according to the contents of the memory. It is explained that raster systems permit operations which are not feasible on vector displays, such as reading directly from the screen as well as writing on it, and manipulating two-dimensional areas and vectors. Conceptual dif-

ferences between programming for raster and vector systems are illustrated with a description of the TV Turtle, a graphics system for raster scan video display terminals. This system is imbedded in LOGO, a Lisp-like interactive programming language designed for use by children, and is based on LOGO's turtle geometry approach to graphics. LOGO, it is noted, provides powerful ideas for using graphics which are easy for children to learn, yet generalize naturally when advanced capabilities such as primitives for animation and color are added to the system. (Author/LLS)

ED 207 578

IR 009 696

Solomon, Cynthia J. Papert, Seymour

A Case Study of a Young Child Doing Turtle Graphics in LOGO. AI Memo 375.

Massachusetts Inst. of Tech., Cambridge. Artificial Intelligence Lab.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; National Science Foundation, Washington, D.C.

Report No.—LOGO-28

Pub Date—Jul 76

Grant—NIE-G-74-0012; NSF-EC40708X

Note—10p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Case Studies, *Children, *Computer Assisted Instruction, *Computer Graphics, Computer Oriented Programs, Computers, Grade 2, Primary Education

Identifiers—*LOGO System, *Turtles

This paper describes and comments on a seven year old's experiences with turtle graphics in order to explore some important issues with regard to using computers in education and to probe into the question of what programming ideas and projects will engage young children. The case study which is described took place at the Artificial Intelligence LOGO Lab at the Massachusetts Institute of Technology where the child, a second grader, spent several hours on a consecutive Saturday and Sunday, talking in LOGO to a display turtle and a PDP-11/45 computer, and engaging in debugging sessions. Nine references are listed. (Author/LLS)

ED 207 579

IR 009 697

Miller, Mark L. Goldstein, Ira P.

Overview of a Linguistic Theory of Design. AI Memo 383A.

Massachusetts Inst. of Tech., Cambridge. Artificial Intelligence Lab.

Spons Agency—Advanced Research Projects Agency (DOD), Washington, D.C.; National Science Foundation, Washington, D.C.

Report No.—LOGO-30A

Pub Date—Feb 77

Grant—NSF-EC40708X; ONR-N00014-75-C-0643

Note—38p; For related documents, see IR 009 700-702.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Artificial Intelligence, Computational Linguistics, Computer Oriented Programs, *Design, Information Processing, *Linguistic Theory, Models, *Problem Solving, *Programming

Identifiers—LOGO System, *Structural Planning and Debugging Editor

The SPADE theory, which uses linguistic formalisms to model the planning and debugging processes of computer programming, was simultaneously developed and tested in three separate contexts: computer use in education, automatic programming (a traditional artificial intelligence arena), and protocol analysis (the domain of information processing psychology). In the education context, an editor has been implemented that encourages students to define and debug programs in terms of explicit design choices. The editor provides a structured programming environment based on a detailed theory of the processes involved in coherently structured problem solving. In the AI context, an automatic programmer called PATN was designed using an augmented transition network embodiment of the SPADE theory. This resulted in a unified framework which clarified work on planning and debugging by Sacerdoti and Sussman. In the psychology context, a parser called PAZATN has been designed that applies the SPADE theory to the analysis of programming protocols to produce a parse delineating the planning and debugging strategies used by the problem solvers. Hand-simulations of PATN and PAZATN on elementary programming problems and informal experiments with the

SPADE editor demonstrate the effectiveness of the theory in accounting for a wide range of planning and debugging techniques. Twenty-six references are listed. (Author/LLS)

ED 207 580

IR 009 698

Goldstein, Ira P. Miller, Mark L.

AI Based Personal Learning Environments: Directions for Long Term Research. AI Memo 384.

Massachusetts Inst. of Tech., Cambridge. Artificial Intelligence Lab.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—LOGO-31

Pub Date—Dec 76

Grant—NSF-EC40708X

Note—37p.

Pub Type—Opinion Papers (120) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Artificial Intelligence, *Computer Assisted Instruction, Computer Graphics, *Computer Programs, Elementary Secondary Education, Models, Programming, *Research Needs, Systems Development

Identifiers—Learning Environments, *LOGO System, *Tutorial Mode

The application of artificial intelligence (AI) techniques to the design of personal learning environments is an enterprise of both theoretical and practical interest. In the short term, the process of developing and testing intelligent tutoring programs serves as a new experimental vehicle for exploring alternative cognitive and pedagogical theories. In the long term, such programs should supplement the educational supervision and guidance provided by human teachers. This paper illustrates the long term perspective by a scenario with Sherlock, a hypothetical LOGO tutoring system for elementary graphics programming which was in a preliminary design stage at the time this paper was written. Twenty-three references are listed. (Author/LLS)

ED 207 581

IR 009 699

Miller, Mark L. Goldstein, Ira P.

Parsing Protocols Using Problem Solving Grammars. AI Memo 385.

Massachusetts Inst. of Tech., Cambridge. Artificial Intelligence Lab.

Spons Agency—Advanced Research Projects Agency (DOD), Washington, D.C.; National Science Foundation, Washington, D.C.

Report No.—LOGO-32

Pub Date—Dec 76

Grant—NSF-EC40708X

Note—57p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Computer Graphics, *Computer Programs, *Context Free Grammar, *Planning, *Problem Solving, *Programming, Task Analysis

Identifiers—*LOGO System

A theory of the planning and debugging of computer programs is formalized as a context free grammar, which is used to reveal the constituent structure of problem solving episodes by parsing protocols in which programs are written, tested, and debugged. This is illustrated by the detailed analysis of an actual session with a beginning student working on a typical introductory LOGO project. The virtues and limitations of the context-free form of the grammar as a technique for summarizing certain insights into the structure of planning and debugging are discussed, and 17 references are listed. (Author/LLS)

ED 207 582

IR 009 700

Miller, Mark L. Goldstein, Ira P.

SPADE: A Grammar Based Editor for Planning and Debugging Programs. AI Memo 386.

Massachusetts Inst. of Tech., Cambridge. Artificial Intelligence Lab.

Spons Agency—Advanced Research Projects Agency (DOD), Washington, D.C.; National Science Foundation, Washington, D.C.

Report No.—LOGO-33

Pub Date—Dec 76

Grant—NSF-EC40708X; ONR-N00014-75-C-0643

Note—70p; For related documents, see IR 009 697 and IR 009 701-702.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Classification, Computational Linguistics, *Computer Programs, Decision Making, Flow Charts, *Linguistic Theory, Planning, *Problem Solving, *Programming

Identifiers—Debugging Aids, *Structured Planning and Debugging Editor

The Structured Planning and Debugging Editor (SPADE) is a new kind of interactive programming environment in which computer programs are generated by explicitly articulating planning decisions. The design of SPADE is based upon the development of a grammar of plans from a taxonomy of basic planning techniques. The utility of this approach to program definition is that a record of planning decisions, called the plan derivation, provides guidance for subsequent modification or debugging of the program. Moreover, this grammatical approach to planning allows the development of a taxonomy of bugs, as particular kinds of errors in applying the planning grammar. Following a linguistic analogy, five types of planning bugs are characterized: syntactic, semantic, pragmatic, circumlocutions, and slips of the tongue. The plan derivation can be accessed during subsequent debugging to aid in diagnosing the underlying cause of erroneous code. Repair is accomplished via replanning, in which a substructure of the derivation is replaced. The design of a debugging assistant for the SPADE environment called RAID is based on this theory. Thirty references are listed. (Author/LLS)

ED 207 583

IR 009 701

Goldstein, Ira P. Miller, Mark L.

Structured Planning and Debugging: A Linguistic

Theory of Design. AI Memo 387. Massachusetts Inst. of Tech., Cambridge. Artificial Intelligence Lab.

Spons Agency—Advanced Research Projects Agency (DOD), Washington, D.C.; National Science Foundation, Washington, D.C.

Report No.—LOGO-34

Pub Date—Dec 76

Grant—NSF-EC40708X; ONR-N00014-75-C-0643

Note—92p.; For related documents, see IR 009 697, IR 007 700, and IR 009 702.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Artificial Intelligence, Computer Graphics, *Computer Programs, Diagrams, *Linguistic Theory, *Planning, *Problem Solving, Programming, Task Analysis

Identifiers—Debugging Aids, *Structured Planning and Debugging Editor

A unified theory of planning and debugging is explored by designing a problem solving program called PATN. PATN uses an augmented transition network (ATN) to represent a broad range of planning techniques, including identification, decomposition, and reformulation. (The ATN is a simple yet powerful formalism which has been effectively utilized in computational linguistics.) PATN's plans may manifest "rational bugs," which result from heuristically justifiable but incorrect arc transitions in the planning ATN. This aspect of the theory is developed by designing a complementary debugging module called DAPR, which would diagnose and repair the errors in PATN's annotated plans. The investigation is incomplete as PATN has not yet been implemented, but sufficient detail is presented to provide a theoretical framework for reconceptualizing Sussman's HACKER research. Since a detailed study of planning and debugging techniques is a prerequisite for complete fulfillment of Dijkstra's objectives of program reliability, readability, portability, and so on, the theory is called "Structured Planning and Debugging" to emphasize its potential role in this enterprise. Fifty-seven references are listed. (Author/LLS)

ED 207 584

IR 009 702

Miller, Mark L. Goldstein, Ira P.

PAZATN: A Linguistic Approach to Automatic Analysis of Elementary Programming Protocols.

AI Memo 388.

Massachusetts Inst. of Tech., Cambridge. Artificial Intelligence Lab.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—LOGO-35

Pub Date—Dec 76

Grant—NSF-EC40708X

Note—94p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Classification, Computer Assisted Instruction, Computer Graphics, *Computer Programs, Flow Charts, Linguistic Theory, *Models, *Problem Solving, *Programming

Identifiers—LOGO System, *Structured Planning and Debugging Editor, *Tutorial Mode

PATN is a design for a machine problem solver which uses an augmented transition network (ATN) to represent planning knowledge. In order to explore PATN's potential as a theory of human problem solving, a linguistic approach to protocol analysis is presented. An interpretation of a protocol is taken to be a parse tree supplemented by semantic and pragmatic annotation attached to various nodes. This paradigm has implications for constructing a cognitive model of the individual and designing computerized tutors. Manual protocol analysis is tedious and informal; hence the design for PAZATN, an automatic protocol analyzer, is presented. PAZATN uses PATN as a generator for possible interpretations of the protocol, with bottom-up evidence biasing PATN toward plans which are likely to match the data. PAZATN is a domain independent framework for constructing specialized protocol analyzers. To apply PAZATN to a particular task domain, event specialists (ESP's) are needed which embody syntactically organized domain knowledge. ESP's for the LOGO graphics programming domain are defined and PAZATN's operation is hand-simulated on an elementary protocol for this domain. Forty-one references are listed. (Author/LLS)

ED 207 585

IR 009 703

Stansfield, James L. And Others

Wumpus Advisor I. A First Implementation of a Program That Tutors Logical and Probabilistic Reasoning Skills. AI Memo 381.

Massachusetts Inst. of Tech., Cambridge. Artificial Intelligence Lab.

Spons Agency—Advanced Research Projects Agency (DOD), Washington, D.C.; National Science Foundation, Washington, D.C.

Report No.—LOGO-36

Pub Date—Oct 76

Grant—NSF-EC40708X; ONR-N00014-75-C-0643

Note—68p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Artificial Intelligence, *Computer Assisted Instruction, Computer Programs, Decision Making Skills, Logical Thinking, Problem Solving

Identifiers—*Computer Games, *Intelligent CAI Systems, Tutorial Mode, Wumpus

An Intelligent Computer Aided Instruction (ICAI) program that incorporates an Expert module which allows the tutor to compare the student's response to those generated by an expert was developed for use with Wumpus, a simple maze-exploration game. The Wumpus Advisor program offers advice to a player involved in choosing the best move in a game for which competence in dealing with incomplete and uncertain knowledge is required. The design and implementation of the advisor explores a new paradigm in computer assisted instruction, in which the performance of computer based tutors is greatly improved through the application of artificial intelligence techniques. The advisor acts as an interface between the student and the game, intervening whenever the student's moves show that s/he needs advice. Advice is given as English discourse explaining in full the merits and faults of particular moves. Twelve references are listed. (Author/LLS)

ED 207 586

IR 009 704

Goldstein, Ira

The Computer as Coach: An Athletic Paradigm for Intellectual Education. AI Memo 389.

Massachusetts Inst. of Tech., Cambridge. Artificial Intelligence Lab.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—LOGO-37

Pub Date—Dec 76

Note—75p.; For a related document, see IR 009 705.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Artificial Intelligence, *Computer Assisted Instruction, Computer Programs, *Games, *Models, *Research Design, *Tutoring

Identifiers—*Computer Games, *Intelligent CAI Systems, Tutorial Mode, Wumpus

This paper is a preliminary proposal to develop the theory and design for "coaches" for computer games, to implement prototypes, and to experiment with their ability to convey important intellectual

skills. The focus of this project will be restricted to developing a coach for a single example of an intellectual game called Wumpus. It is pointed out that, while computer games have a powerful educational appeal, they also have a limitation in that the player, on his own, can fail to acquire the skills of an expert. A computer coach, which could provide advice on strategy and tactics for better play and tutor basic mathematical, scientific, or other kinds of knowledge related to the game, could overcome that limitation. The project would address three specific questions: (1) how the expertise can be designed in the coach so that it can respond reasonably to the player's particular choice of move; (2) how the player can be modeled sufficiently so that the coach's remarks are appropriate, i.e., neither too advanced for a beginner nor too elementary for an expert; and (3) how the nature of the coach's advice can be controlled so that it is given in a friendly and personal manner. Fifty-six references are listed. (Author/LLS)

ED 207 587

IR 009 705

Carr, Brian

Wusor II: A Computer Aided Instruction Program with Student Modeling Capabilities. AI Memo 417.

Massachusetts Inst. of Tech., Cambridge. Artificial Intelligence Lab.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—LOGO-45

Pub Date—May 77

Note—133p.; Master's Thesis, Massachusetts Institute of Technology.

Pub Type—Dissertations/Theses - Masters Theses (042)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Artificial Intelligence, Computer Assisted Instruction, *Computer Programs, Decision Making Skills, *Games, Logical Thinking, *Models, *Problem Solving, *Tutoring

Identifiers—*Computer Games, *Intelligent CAI Systems, Tutorial Mode, Wumpus, Wusor

Wusor II is the second intelligent computer aided instruction (ICAI) program that has been developed to monitor the progress of, and offer suggestions to, students playing Wumpus, a computer game designed to teach logical thinking and problem solving. From the earlier efforts with Wusor I, it was possible to produce a rule-based expert which possessed a relatively complete mastery of the game. Wusor II endeavors to teach the knowledge embodied in the rules used by the expert. The student model represents Wusor's estimation of the student's knowledge of these rules, and this estimation is based primarily on analyses of the player's moves. The student model allows Wusor to personalize its explanations to the student according to the student's current knowledge of the game. The result is a system which, according to preliminary results, is highly effective at tutoring students of varied abilities. Thirty-three references are listed. (Author/LLS)

ED 207 588

IR 009 706

diSessa, Andrea A.

On "Learnable" Representations of Knowledge: A Meaning for the Computational Metaphor. AI Memo 441.

Massachusetts Inst. of Tech., Cambridge. Artificial Intelligence Lab.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—LOGO-47

Pub Date—Sep 77

Note—42p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Artificial Intelligence, Classification, *Cognitive Processes, Computer Graphics, *Computers, Epistemology, Geometry, *Teaching Methods

Identifiers—Heuristics, *Knowledge, Turtles

This paper discusses a number of educational concerns suggested by the computational metaphor which proposes the comparison of processes of mind to realizable or imaginable computer activities. Among the concerns discussed are those which include procedural modes of knowledge representation and control knowledge-knowing what to do. Also included is a collection of heuristics for educational researchers and curriculum developers which are intended to address the issues raised. An extensive section of examples is also included which are meant to concretize those heuristics. Twelve refer-

ences are listed. (Author/LLS)

ED 207 589 IR 009 707
Assessment and Documentation of a Children's
Computer Laboratory. AI Memo 460.
 Massachusetts Inst. of Tech., Cambridge. Artificial
 Intelligence Lab.

Spons Agency—National Science Foundation,
 Washington, D.C.
 Report No.—LOGO-48
 Pub Date—Sep 77
 Note—28p.; For related documents, see ED 196
 423-424.

Pub Type—Reports - Evaluative (142)
 EDRS Price - MF01/PC02 Plus Postage.
 Descriptors—*Academic Achievement, Cognitive
 Style, *Computer Assisted Instruction, Elementary
 Education, Elementary School Students, Grade 5,
 Problem Solving, Programming, *Programming
 Languages, *Research Design, *Skill
 Development, Transfer of Training
 Identifiers—*LOGO System

The proposed research will thoroughly document
 the experiences of a small number of fifth grade
 children in an elementary school computer laboratory
 using LOGO, an advanced computer language
 designed for children. This documentation of a
 LOGO learning experience will offer specific information
 about the use of current advanced educational
 technology in an elementary school
 classroom, pinpoint the skills and knowledge acquired
 by the students, and provide evidence about
 the possible transfer of learning into more general
 cognitive skills such as problem solving. The information
 and the methodologies tested will point out
 possibilities for large scale verification of the observed
 gains, as well as provide the basis for practical
 curriculum development. The information
 provided will also help form a basis for the decisions
 to be made by educators throughout the country in
 the next few years concerning the use of computational
 technology in public school classrooms. (Author/LLS)

ED 207 590 IR 009 708
Heath, Jim, Comp. And Others
The OEMA Fall Conference Planners Handbook.
 1981 Edition.

Oregon Educational Media Association, Portland.
 Pub Date—81
 Note—60p.

Pub Type—Guides - Non-Classroom (055)
 EDRS Price - MF01/PC03 Plus Postage.
 Descriptors—*Conferences, *Educational Media,
 Evaluation, Exhibits, *Guidelines, Objectives,
 *Planning, Policy, *Professional Associations,
 Publicity

Identifiers—*Oregon Educational Media Association,
 State Conferences

This manual gives general information on how to
 plan for each aspect of the Oregon Educational
 Media Association's (OEMA) fall conference. Part
 I provides lists of conference objectives and policies,
 as well as the responsibilities of the OEMA board to
 the conference committee and of the conference
 chairperson to the OEMA board. The role of the
 conference chairperson, selection of the conference
 executive committee, and pitfalls of conference
 administration are outlined in Part II. The third section
 lists the responsibilities of the program
 committee and gives 13 factors to be considered in
 planning for exhibits. The final part provides guidelines
 for the various support services to the conference
 including the conference treasurer, services
 and equipment, registration, publicity, site, local
 help, hospitality, and conference evaluation. (CHC)

ED 207 591 IR 009 709
Klepzig, H. J. Weiss, M.

Practical Guide for the Selection of Audio Visual
Media. General Criteria System and Evaluation
Procedure for Educational Media Decisions.
 United Nations Educational, Scientific, and Cultural
 Organization, Paris (France).

Report No.—ED-79/WS/26

Pub Date—Feb 79

Note—59p.

Pub Type—Guides - Non-Classroom (055)
 EDRS Price - MF01 Plus Postage. PC Not Available
 from EDRS.

Descriptors—*Audiovisual Aids, Comparative
 Analysis, Decision Making, *Educational Media,
 *Evaluation Criteria, *Evaluation Methods, Foreign
 Countries, *Media Selection, Surveys
 Identifiers—*Germany

Designed to aid in making concrete decisions on
 the acquisition and use of media, the criteria system

and evaluation procedure described is a multiphase,
 objective-based decision making process. This report
 includes guidelines for setting up goal systems
 and developing criteria for the evaluation of media
 based on a goal system; an outline of various methods
 for comparing alternatives and checking them
 for their conceptual and practical efficiency; a description
 of multi-criteria utility analysis (MCUA), a method that
 permits multi-dimensional treatment of a problem and is
 particularly suitable for evaluating technological educational
 media; and an example of the use of MCUA for evaluating
 audiovisual media. Supportive figures and tables, a glossary
 of terms, and a bibliography of 35 items are provided.
 (CHC)

ED 207 592 IR 009 710
Mayer, Richard E.
Psychology of Computer Programming for Novices.
Series in Learning and Cognition. Report
No. 81-2.

California Univ., Santa Barbara.
 Spons Agency—National Inst. of Education
 (DHEW), Washington, D.C.

Pub Date—81

Grant—NIE-80-G-0118

Note—65p.

Pub Type—Information Analyses (070) — Reports
 - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Cognitive Development, *Computer
 Science Education, *Educational Psychology,
 Educational Research, *Models, *Programming,
 Recall (Psychology), *Teaching Methods, Transfer
 of Training

This review of ideas from cognitive and educational
 psychology that are related to the problem of
 how to teach non-programmers to use computers
 explores two techniques. The first one discussed is
 the effects of concrete models on people's understanding
 and learning of new technical information such as
 computer programming. Research results provide
 evidence that a concrete model can have a strong
 effect on the encoding and use of new technical
 information by novices. The second technique for
 increasing the meaningfulness of technical information
 was elaboration or encouraging the learner to
 explain the information in his or her own words,
 and to relate the material to other ideas or concepts.
 Research findings reveal that, although there is no
 fool-proof way to design useful elaboration activities,
 learners should be able to describe the effects
 of each program statement in his own words. The
 issue of what to teach to enhance a novice's understanding
 of computer programming is also discussed in
 terms of knowledge for understanding a statement
 and a program. A bibliography of 68 items and a
 list of 16 titles in this technical report series are
 provided. (CHC)

ED 207 593 IR 009 711

Eastmond, Nick

Starting a Regional Consortium in Instructional
Development: Lessons After Four Years of Ex-
periential Learning.

Pub Date—7 Apr 81

Note—15p.; Paper presented at the Annual Meeting
 of the Association for Educational Communications
 and Technology (Philadelphia, PA, April 7, 1981).

Pub Type—Guides - Non-Classroom (055) — Reports
 - Descriptive (141) — Speeches/Meeting
 Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Communications, *Consortia, Geographic
 Regions, Higher Education, History, *Institutional
 Cooperation, *Instructional Development, *Regional Cooperation
 Identifiers—*Northern Rockies Consortium for
 Higher Education

This paper discusses the benefits of such networking
 projects as the Northern Rockies Consortium for
 Higher Education, which was founded as a non-profit
 corporation four years ago to encourage faculty
 development and instructional development in the
 four state region of Idaho, Montana, Utah and
 Wyoming, and describes the development of this
 consortium. Four major lessons learned during that
 time are summarized as strategies: (1) the operation
 should be diversified to provide a wide variety of
 services and possibilities to the members of the
 association; (2) the benefits should be spread to make
 sure each school receives a fair share of the resources
 of the operation; (3) insure that each member
 has a mutual investment; and (4) respect the
 existing organization structure by working within

the traditional department and college systems.
 Four reference sources are listed. (CHC)

ED 207 594 IR 009 712

Caffarella, Edward P.

Using an Interactive Computer System to Teach
Statistical Methods in Education.

Pub Date—13 Apr 81

Note—23p.; Paper presented at the Annual Meeting
 of the American Educational Research Association
 (Los Angeles, CA, April 13, 1981).

Pub Type—Reports - Descriptive (141) — Speeches/
 Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Programs, Graduate
 Study, Higher Education, Input Output Devices,
 *Integrated Activities, *Online Systems, *Statistical
 Analysis, Statistics, *Teaching Methods

Identifiers—*University of Maine Orono

This paper discusses the use of an interactive computer
 system as a major component of instruction for
 the graduate level introductory educational statistics
 course at the University of Maine at Orono.
 Four major computer topics are covered in the statistics
 course: (1) terminal and computer operation, (2) Montana
 State University Interactive Statistical Analysis Program
 (MSUSTAT), (3) the CMS Editor, and (4) the Statistical
 Package for the Social Sciences (SPSS). These topics are
 introduced sequentially during the first six weeks of the
 semester. The major objective is for the students to be
 able to use SPSS; the other three topics provide the
 prerequisite skills. Four references are listed and the
 appendices include a course syllabus for the summer,
 1981; instructions on how to use the Interactive
 Statistics Program; instructions for using the terminal;
 three study guides; and instructions for card order and
 deck setup for generating and processing SPSS files. (CHC)

ED 207 595 IR 009 713

Williams, R. David

Administrative Decentralization in School Systems
and Its Effect on the Organization of Media
Services. Atlanta Public Schools: A Case Study.
 Rutgers, The State Univ., New Brunswick, N.J. Inst.
 of Management and Labor Relations.

Pub Date—Dec 78

Note—52p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Case Studies, *Decentralization,
 *Educational Media, *Information Networks,
 *Library Services, Models, Public Schools,
 *School Administration, School Districts, Tables
 (Data)

Identifiers—*Atlanta Public Schools GA

This study reviews the literature on public school
 administration and on decentralization to establish
 the groundwork for an analysis of the administration
 of a decentralized school system and its media
 services, discusses some of the confusion in the
 centralization vs. decentralization debate, and presents
 a heuristic study of the administration of media
 services in the Atlanta Public School System. Although
 there are not enough data to establish models,
 graphic displays in a generalized form are used, and
 39 references are listed. (Author/RAA)

ED 207 596 IR 009 714

Shrock, Sharon A. And Others

Instructional Evaluation Techniques: Ends Dictate

the Means.

Pub Date—7 Apr 81

Note—37p.; Paper presented at the Annual Conference
 of the Association for Educational Communications
 and Technology (Philadelphia, PA, April 7, 1981). "Lecture
 Checklist" may not reproduce due to type size of original document.

Pub Type—Reports - Research (143) — Tests/
 Questionnaires (160) — Speeches/Meeting
 Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available
 from EDRS.

Descriptors—Check Lists, *Data Collection,
 *Evaluation Methods, *Formative Evaluation,
 Lecture Method, Questionnaires, *Rating Scales,
 Tables (Data), *Teacher Evaluation, *Teaching
 Methods

This paper discusses two separate studies undertaken
 in the same academic department to ascertain
 consistency in student evaluation ratings. Each
 study used Frey's Endeavor Instrument, a 7-item
 form that is specifically designed to solicit student
 input for administrative decision making, and the
 Southern Illinois University Instructor & Course
 Evaluation Form (ICE), an instructional evaluation

form with 40 items clustered under four subscales: personal-interpersonal, course structure, course quality, and course difficulty. Conducted during the spring semester of 1980, the first study included 13 classes representing 11 different faculty members. The second study took place in the fall of 1980 and included 17 classes representing 11 different instructors. The results indicated that evaluations differed depending upon the instrument used. Copies of four additional instruments that were chosen to demonstrate the variety of observation recording devices available are also provided: (1) the Lecture Checklist and Student Response Record, (2) the Tuckman Teacher Feedback Form, (3) the Major-Planigan Classroom Presentation Checklist, and (4) the Berquist and Phillips Forms. Three references are listed. (CHC)

ED 207 597

IR 009 716

Laufer, Sandra. And Others

Satellite Applications for Public Service: Project Summaries.

Agency for International Development (Dept. of State), Washington, D.C. Clearinghouse on Development Communication.

Pub Date—Apr 79

Note—33p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Communications Satellites, *Extension Education, Foreign Countries, *Information Networks, Medical Services, Objectives, *Outreach Programs, Professional Continuing Education, Rural Development, *Satellite Facilities

Identifiers—Canada, *Distance Education, India, United States

Summaries of 18 different projects involving the use of satellite communications are presented in this report, including PEACESAT Education and Communication Experiments, USP Network Satellite Communication Project, Project Satellite, Satellite Instructional Television Experiment (SITE), Appalachian Education Satellite Program, Alaska Education Demonstration: ATS-6, Telemedicine in Alaska, Satellite Technology Demonstration (STD), WAMI Regionalized Medical Education Experiment, Veterans Administration Health Communications Experiment on ATS-6 and HERMES/CTS, University of Quebec Omnibus Network, University of Western Ontario Telemedicine (Moose Factory Experiment), Memorial University Telemedicine, Project Interchange: HERMES/CTS, Curriculum Sharing by Digital TV: HERMES/CTS, Interactive Broadband Communication Network: HERMES/CTS, Personnel Development by Satellite: HERMES/CTS, and WA-WA-TA Satellite Radio Project: HERMES/CTS. Each summary contains a description of the target audience, project objective, type of media used, donors/sponsors, duration of the project, and contact person. Descriptions and results of each project are given as well as references. (CHC)

ED 207 598

IR 009 717

Kearsley, Greg. And Others

The Use of Microcomputers for Training: Business and Industry.

Human Resources Research Organization, Alexandria, Va.

Report No.—HumRRO-P-1-81

Pub Date—Mar 81

Note—10p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Business, *Computer Assisted Instruction, *Industry, *Inservice Education, Management Development, *Microcomputers, Surveys, Tables (Data), Technical Education, Training Methods

Training directors or managers of 160 major corporations of the "Fortune 500" were surveyed to assess the scope of computer use in the training domain; information was received from 56 of the companies. The study focused on five major areas: training applications, hardware, software, courseware, and number of students involved. An analysis of the data collected indicates that (1) the use of computer-based training (CBT) is becoming more commonplace in business and industry; (2) technical skills and management training are the most common uses; (3) the APPLE II is the most prevalent microcomputer in use; (4) software/courseware is primarily internally developed; (5) simulation is the most common instructional strategy used; (6) many of the efforts involve large numbers of employees; and (7) some companies are adopting a

phased approach to the integration of CBT. Examples of microcomputer-based training projects in several corporations are described. Future prospects in microcomputer-based training are also discussed, e.g., the use of videodisc, videotext and videoconferencing services, and embedded training. Seven references are listed. (CHC)

ED 207 599

IR 009 718

Whitmore, Marilyn P.

Instructing the Academic Library User in the United States and Britain: A Review of the Literature and the State-of-the-Art in Oxford.

Pub Date—81

Note—36p.; Paper presented at the Oxford/Oklahoma Seminar (Oxford, England, June 1981).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Libraries, Audiovisual Aids, Bibliographies, *Educational Media, Higher Education, *Information Seeking, *Instructional Materials, Library Guides, *Library Instruction, Orientation Materials, *Teaching Methods

Identifiers—Great Britain, United States

Library use instruction is seen by most librarians in Britain and the United States to be an essential component of an academic library's overall operation, with the expressed or implied aim of enabling students to achieve maximum utilization of library resources and services. Having passed through a long history of cyclical popularity dating back to before the turn of the century, library instruction enjoyed a period of renewed popularity in the early seventies. Presently many writers believe that academic libraries are failing in their function of facilitating access to stored knowledge. The challenge of education librarians, however, has generated a multiplicity of instructional approaches in both nations. These approaches include handbooks, leaflets on specific resources, specialized bibliographies, audiovisual presentations, orientation tours, and informal courses; the slide/tape presentation is one of the more popular types of media used. Sixty references are cited. (Author/RAA)

ED 207 600

IR 009 719

Jackson, Miles M.

Teachers College Libraries in Papua New Guinea.

A Report for the Asia Foundation, the Library Services and the Teacher Education Divisions of the Department of Education, Government of Papua New Guinea.

Pub Date—Jul 81

Note—50p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*College Libraries, *Developing Nations, *Library Collections, Library Cooperation, Library Education, Library Expenditures, Library Instruction, *Library Services, Library Standards, *Schools of Education, Teacher Education

Identifiers—*Papua New Guinea

Visits were made to each of the 11 teachers colleges libraries in Papua New Guinea over a 2-month period to study the conditions in the libraries and provide advice on future development that can be effected by present staff and with limited resources. This paper discusses current collection procedures and needs; the organization and distribution of materials; training schemes, including inservice, on-the-job and preservice training; the suitability of facilities; the details of cooperation between the National Library Service and teachers colleges; and ways to obtain resources. The 20 recommendations offered suggest ways to improve existing collections, the provision of media packets for library staff training, continuity in budgeting for library materials, implementation of full courses in library skills, scholarships for training lecturer/librarians, the establishment of two model libraries using Unesco funding, cooperative library programs for the selective dissemination of educational information, the establishment of standards for libraries in teachers colleges, and the development of a manual of library procedures. Appendices include profiles of the individual libraries, a list of suggested book titles, and a directory of persons consulted. (RAA)

ED 207 601

IR 009 720

Claffey, Joan M. And Others

An Analysis of Inquiries Regarding Women in Development as Directed to the Non-Formal Education Information Center by Development Planners, Practitioners, and Researchers.

Michigan State Univ., East Lansing. Inst. for International Studies in Education.

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.

Pub Date—May 81

Contract—AID/DSPE-C-0046

Note—181p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Developing Nations, *Educational Development, *Educational Resources, *Females, Information Centers, *Information Needs, *Information Seeking, International Programs, Nonformal Education

Identifiers—*Women in Development

Designed to identify the information and knowledge resource needs of persons working in the area of women in development (WID), this study analyzed inquiries directed to the Non-Formal Education (NFE) Information Center to determine the nature and frequency of requests and the variables that distinguish kinds of WID interests and resource needs. This report includes a statement of the problem, a description of the research design and methodology, an extensive analysis of the data including 28 graphs, a glimpse of WID-related inquiries received since the formal data collection process, and an assessment of current trends. The report summary discusses implications for the generation and exchange of knowledge concerning WID, the meaning of different development orientations for researchers and practitioners, the role of networking, the dynamics between research and application, and strategies for providing for differential and complex WID knowledge and research needs. Appendices provide further information on the NFE center publications, the coding instrument, and information about the research staff. (RAA)

ED 207 602

IR 009 721

Euster, Joanne R.

Changing Patterns in Internal Communication in Large Academic Libraries. Occasional Paper Number 6.

Association of Research Libraries, Washington, D.C. Office of Management Studies.

Pub Date—Jul 81

Note—26p.

Pub Type—Guides - General (050) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Libraries, *Change Strategies, Guidelines, Higher Education, *Library Administration, Library Personnel, *Organizational Communication, Organizational Development, Research Libraries

Based on data from a 1979 survey of ARL member libraries, this study by the Office of Management Studies analyzes the responses of selected libraries which had provided internal studies or planning documents on the subject of internal communication and notes the extent of resulting changes in procedures. The studies yielded information on staff communication concerns, especially with respect to personnel development, job effectiveness, and the systematization of communication methods and procedures. Changes in organizational communication patterns resulting from recommendations implemented in the libraries which conducted internal studies centered on these same areas. Though most of the libraries took some action in each area, management and organizational factors affected the success of implementation. Easily implemented recommendations dealt with personnel and job effectiveness issues, while the difficult to implement recommendations were those related to the standardization or centralization of communication functions. Study of the decisions surrounding the adoption of AACR2 revealed that clear management expectations provide a basis for communication between individual service units and establish a central responsibility for the communication of plans and decisions. Suggestions for improving organizational communications in academic libraries are appended. (JL)

130 Document Resumes

ED 207 603 IR 009 722

White, Marilyn Domas

Comments on Progress Report: A Cost-Benefit Model of Some Critical Library Operations in Terms of Use of Serials (April 29, 1977) by Allen Kent and Others.

Pub Date—1 Nov 77

Note—12p; Paper presented at the Annual Meeting of the Maryland Library Association (November 1, 1977).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Libraries, *Cost Effectiveness, Higher Education, *Library Collections, Library Material Selection, *Models, *Periodicals, Resource Allocation, *Use Studies

In their study of the usage demands placed on journal collections in academic libraries, Allen Kent and coauthors have not adequately considered the long-term variability of those demands in their formulation of a cost-benefit model for the management of journal collections. Though resource-sharing and the matching of periodical acquisitions to usage patterns can yield significant budgetary savings, the data gathering and data analysis techniques employed in Kent's study have limitations for predicting future use patterns and for making acquisitions decisions. The study fails to account for biases in usage patterns attributable to cyclical demands through the service day and academic year, and also fails to consider the intensity of journal use—quickly scanning an item counted as equivalent to reading it for several hours. Another shortcoming is the costly, labor-intensive aspect of Kent's technique: interviewers were used to contact individual journal users. Generalizing obsolescence rates over a group of titles is also questionable, for frequency of use as a function of age differs substantially between core and other journals with specific disciplines. Kent's study is useful in its development of a model for studying journal use, even though his methods are not satisfactory. (JL)

ED 207 604 IR 009 723

PROJECT DAIRE (Delaware Application of Information and Research in Education). Final Report. FY 76-80. Revised.

Delaware State Dept. of Public Instruction, Dover. Div. of Research, Planning, and Evaluation. Spons Agency—Department of Education, Washington, D.C.

Pub Date—81

Note—11p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Improvement, *Educational Research, Educational Resources, Elementary Secondary Education, Higher Education, *Information Dissemination, *Information Services, *Linking Agencies, State Departments of Education, State Programs

Identifiers—*State Capacity Building Program

The history and ongoing activities of Project DAIRE, a capacity-building effort undertaken by the Delaware State Department of Public Instruction to coordinate educational information and manpower resources through a central information service and to provide linking agents to facilitate the use of information in effecting school improvements, is comprehensively outlined. The process of institutionalization, which saw the merger of the Information Search and Retrieval Unit (ISRU), the Department of Public Instruction Library, and the office of the National Diffusion Network State Facilitator as the Delaware Dissemination Network (DDN), is detailed. Also described are the role of the Delaware Educational Assessment program in establishing links with the educational community, the functions of the DDN, and the development of the Delaware Educational Improvement Model. A table summarizes the achievements of the project between FY1976 and FY1980. Equity of access to information by school districts throughout the state is briefly discussed, and the measurable impact and benefits of the project are delineated. (JL)

ED 207 605 IR 009 724

MacVean, Donald S.

Finding the Facts About Agriculture: A New Approach to Searching the Literature.

Pub Date—1 Sep 81

Note—11p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Agricultural Colleges, *Agriculture, College Libraries, *Databases, Higher Education, *Information Retrieval, Information Services, Information Sources, *Online Systems, *Reference Services

Identifiers—*Department of Agriculture

Online bibliographic searching provides an alternative to the traditional manual literature search to access the already large and rapidly growing literature on agriculture. The advantages of online searching over manual searching are greater speed, increased accuracy, and the capability of searching for any combination of topics at once. The major databases devoted to agricultural topics include three produced by the U.S. Department of Agriculture: Agricultural On-line Access (AGRICOLA), the Current Research Information Service (CRIS), and the Current Awareness Literature Service (CALS). The British counterpart to AGRICOLA, Commonwealth Agricultural Bureaux (CAB), also receives major use. If a person desires information on an agricultural topic, any college or university which teaches agriculture can provide access to these databases at a nominal fee. With the advent of online searching, the difficulty of access which has curtailed the use of agricultural literature should be partly overcome. Two figures illustrating the principles of online searching are included. (JL)

ED 207 606 IR 009 725

Kim, Mary T.

The Job Market in Ohio, 1976-1980: An Analysis of Position Advertisements for Public, Academic, Special and Other Library Vacancies in Ohio. Alternative Models for Providing Graduate Education for Librarianship in Ohio. Phase One: Needs Assessment Related Paper No. 1.

Kent State Univ., Ohio. School of Library Science. Spons Agency—Department of Education, Washington, D.C.

Pub Date—Jan 81

Note—44p; For related documents, see IR 009 734 and IR 009 740-741.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Advertising, *Employment Opportunities, *Employment Qualifications, Higher Education, Labor Market, *Librarians, *Libraries, Library Education, Library Personnel, Needs Assessment, Occupational Surveys, Periodicals

Identifiers—Graduate Education for Librarianship Ohio Project, Kent State University OH, *Ohio

As part of the needs assessment phase of the Graduate Education for Librarianship in Ohio Project, a content analysis of classified advertisements for professional vacancies in Ohio libraries was conducted to determine past employment trends and develop a profile of library job requirements. Employment announcements in Library Journal, American Libraries, College and Research Library News, and Ohio Library Opportunities were examined, and for each Ohio position advertised the following information was recorded: (1) the name of the employing institution, (2) the type of institution, (3) the educational requirements, (4) the type and number of years of experience required, (5) the language requirements, (6) the service area, (7) the level of the available position, and (8) the minimum salary offered. Tallies of the data by Ohio region and by library type were made. The findings of the analysis include a conservative estimate of 100 to 110 professional openings annually in Ohio libraries, and a clear indication that the majority of Ohio library positions require prior experience in addition to an MLS. The data are summarized in 18 tables. (JL)

ED 207 607 IR 009 726

Townley, Charles Hollinger, James

Library Continuing Education in South Central Pennsylvania: The SPACE Council Needs Assessment.

Southcentral Pennsylvania Area Continuing Education Council, Middletown.

Pub Date—Jul 81

Note—26p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Continuing Education, *Librarians, Library Surveys, *Library Technicians, *Needs Assessment, *Professional Continuing Education, Questionnaires, *Staff Development, Statistical Analysis

Identifiers—Library Services and Construction Act

A survey of a sample of 141 of the 423 academic and public libraries, information centers, and media centers in its operating area was conducted by the Southeastern Pennsylvania Area Continuing Education (SPACE) Council to identify library continuing education priorities for both professional and nonprofessional staff. Questionnaires were sent to one librarian, one paraprofessional, one trustee, and one volunteer from each institution. An analysis of the responses indicates that librarians from all type of libraries considered continuing library education important, but felt that their needs were not being met by current programs. The continuing education courses deemed most useful by this group were those concerned with executive, personnel, and management skills. For the paraprofessional library workers surveyed, the development of people skills (public service abilities) was the priority in continuing education. Questions about scheduling, format, and location of continuing education programs revealed that all of these factors have an effect on attendance rates, with distance and meeting times the principal deterrents to participation. A list of SPACE Council members and a copy of the survey questionnaire are appended. (JL)

ED 207 608 IR 009 727

Schuler, S. C., Ed.

Manual of Documentation Practices Applicable to Defence-Aerospace Scientific and Technical Information. Volume I: Sections 1-Acquisition and Sources; 2-Descriptive Cataloguing; 3-Abstracting and Subject Analysis.

North Atlantic Treaty Organization, Neuilly-sur-Seine (France). Advisory Group for Aerospace Research and Development.

Report No.—AGARD-AG-235; ISBN-92-835-1291-X

Pub Date—Aug 78

Note—74p; For related documents, see IR 009 727-730.

Pub Type—Guides - General (050)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Abstracting, *Cataloging, *Indexing, Information Centers, Information Processing, *Library Acquisition, *Library Standards

Identifiers—*Scientific and Technical Information

The first volume in a series of publications describing the basic documentation practices involved in the initial setting up and subsequent operation of an information-library organization to provide defense-aerospace scientific and technical information services, this manual consists of three sections. "Acquisition and Sources," by Philip Eckert, offers suggestions and ideas for acquiring documents or their surrogates and dealing with problems in selection and duplicate checking. A semiautomated duplicate search technique and alerting methods for prospective documentation are described. Appendices include two category systems, selected definitions and acronyms, and a selected address list for document procurement. "Descriptive Cataloging," by Barbara Gladd and others, defines the functions and purposes of descriptive cataloging in processing technical reports and compares the merits of manual vs. automated systems. Descriptive data elements and guidelines for their use in implementing a system already automated or to be automated in the future are presented, and personnel and staffing considerations are discussed. "Abstracting and Subject Analysis," by Toni Carbo Bearman, summarizes and provides an overview of the practical aspects of abstracting, indexing, thesaurus development, and the use of computers in abstracting and indexing. References to relevant standards are included. (Author/RAA)

ED 207 609 IR 009 728

Schuler, S. C., Ed.

Manual of Documentation Practices Applicable to Defence-Aerospace Scientific and Technical Information. Volume II: Sections 4-Data Recording and Storage; 5-Mechanization Systems and Operations; 6-Announcement Services and Publications.

North Atlantic Treaty Organization, Neuilly-sur-Seine (France). Advisory Group for Aerospace Research and Development.

Report No.—AGARD-AG-235; ISBN-92-835-1331-2

Pub Date—Jul 79

Note—132p; For related documents, see IR 009 727-730.

Pub Type—Guides - General (050)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Computer Programs, *Computers, *Data Processing, Flow Charts, Information Centers, Information Processing, *Information Retrieval, *Information Services, *Information Storage, Online Systems, *Publications, Selective Dissemination of Information

Identifiers—*Scientific and Technical Information

The second of four volumes in a series describing the basic documentation practices involved in the initial setting up and subsequent operation of an information-library organization to provide defense-aerospace scientific and technical information services, this manual consists of three sections. "Data Recording and Storage," by J. Howard Petrie, provides an introduction to the hardware and software of computer systems, discusses the problems of inputting data, describes different types of input and storage equipment, and outlines management and systems analysis problems in the project environment. "Mechanization Systems and Operations," by Victor Rogers, provides a working basis for setting up a computer system for indexing, processing, and disseminating information, mainly in the form of bibliographic references. The main emphasis is on the in-house computer and methods are described for setting up, storing, and exploiting databases, and creating an announcement journal. "Announcement Services and Publications," by Elizabeth Ridler, reviews methods for announcing holdings and new acquisitions to users, provides examples of manually and computer produced bulletins, and discusses the production of indexes to computer produced publications. Also described are manual and computer-based SDI services and re-packaging of literature resources as bibliographies, state of the art reports, and packaged information for technical innovation. (Author/RAA)

ED 207 610

IR 009 729

Schuler, S. C., Ed.

Manual of Documentation Practices Applicable to Defence-Aerospace Scientific and Technical Information. Volume III: Sections 7-Information Retrieval; 8-Dissemination Practices; 9-Microform Systems and Reprography.

North Atlantic Treaty Organization, Neuilly-sur-Seine (France). Advisory Group for Aerospace Research and Development.

Report No.—AGARD-AG-235; ISBN-92-835-1373-8

Pub Date—Oct 80

Note—201p.; For related documents, see IR 009 727-730.

Pub Type—Guides - General (050)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Automatic Indexing, Coordinate Indexes, Information Centers, *Information Dissemination, Information Processing, *Information Retrieval, *Microforms, Permutated Indexes, Publications, *Reprography, Thesauri

Identifiers—*Scientific and Technical Information

The third of four volumes in a series describing the basic documentation practices involved in the initial setting up and subsequent operation of an information-library organization to provide defense-aerospace scientific and technical information services, this manual consists of three sections. "Information Retrieval," by Tom Norton, provides a brief overview of the development of information retrieval (IR) and a model of an IR system. Topics discussed include conventional indexing and postcoordinate indexing systems; problems of vocabulary control, thesaurus construction and presentation; the use of computers to produce indexes (KWIC, KWOC, and SLIC); and the features of computerized "dial up" online information systems. In "Dissemination Practices," Fred Dyer presents an overview of the dissemination of information to the scientific user community, and discusses initial and secondary distribution and the need for automated support of the processes. Appendices provide the results of a survey of national and international technical information centers, which detail charters, databases, practices, and operations. "Microform Systems and Reprography," by Peter Rolls, covers the preparation and reproduction of research and development publications, including technical details of reprographic and microfilm processes, equipment and staff, costs, computer output on microfilm (COM), and practical aspects of quality control for publications in both paper and microfilm formats. (RAA)

ED 207 611

IR 009 730

Schuler, S. C., Ed.

Manual of Documentation Practices Applicable to Defence-Aerospace Scientific and Technical Information. Volume IV: Sections 10-Security Storage and Control; 11-Organization and Management; 12-Networks and External Sources of Information.

North Atlantic Treaty Organization, Neuilly-sur-Seine (France). Advisory Group for Aerospace Research and Development.

Report No.—AGARD-AG-235; ISBN-92-835-1382-7

Pub Date—Mar 81

Note—129p.; For related documents, see IR 009 727-730.

Pub Type—Guides - General (050)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Databases, Information Centers, Information Dissemination, *Information Networks, Information Processing, Information Services, International Programs, *Library Administration, Library Networks, Organization, Program Budgeting, Staff Role, *Telecommunications

Identifiers—*Document Security, *Scientific and Technical Information

The last of four volumes in a series describing the basic documentation practices involved in the initial setting up and subsequent operation of an information-library organization to provide defense-aerospace scientific and technical information services, this manual consists of three sections. In "Security Storage and Control," Michael Sims describes the organization and administration of the security arrangements in a documentation center, and discusses the need for both physical and personnel security; security requirements for documents from the publication stage through final disposal and for items in various formats; and protection required in peripheral areas, e.g., reprographic and computer rooms. "Organization and Management," by Diana Leitch, discusses the establishment of a technical information center; its aims and objectives; identification and fulfillment of user requirements; management and planning; the role of the staff; budget management; stock control; the impact of mechanization; and promotion of the center's services. "Networks and External Sources of Information," by Philip Eckert and others, reviews the basic functional aspects of telecommunications, text searching, and networking. Some commercial and non-commercial information networks operational in the U.S. and Europe are described, and details of services offered and contact points are provided for selected external online bibliographic databases on specific topics. (RAA)

ED 207 612

IR 009 731

NFE Core Bibliographies.

Michigan State Univ., East Lansing. Inst. for International Studies in Education.

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.

Pub Date—81

Note—203p.; Prepared by the Staff of the Non-Formal Education Information Center (NFE).

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Developing Nations, *Educational Development, *Educational Resources, Females, Information Dissemination, *Information Networks, International Programs, *Nonformal Education

Identifiers—Africa, Asia, Latin America

This collection of core bibliographies, which expands on an initial bibliography published in 1979 of the core resources housed in the Non-Formal Education Information Center at Michigan State University, comprises a basic stock of materials on nonformal education and women in development that have been contributed by development planners, practitioners, and researchers in the NFE Network. Arranged by sectors, audiences, and issues of interest to users, sources are listed in 38 subject areas: Adults, Agriculture, Appropriate Technology, Children, Communication, Community Development, Cooperatives, Cost Effectiveness, Credit Unions, Curriculum Development, Evaluation, Family Planning, French, Handicapped, Health, Home Economics, Income Generation, Industrial/Vocational, Information Services, Integrated Development, Literacy/Basic Education, Management-Business, Needs Assessment, Non-Formal Education and Development, Non-Formal

Education Theory, Nutrition, Out-of-School Youth, Participation, Project Management/Administration, Project Planning, Project Proposals and Funding, Small Business, Training, Urban, and Women in Development. Additional sources on Africa, Asia, and Latin America are also provided, as well as lists of journals, newsletters, and recent core acquisitions. (RAA)

ED 207 613

IR 009 732

Claffey, Joan M. Pigozzi, Mary Joy

The Non-Formal Education Information Center and Network. A Report of Progress. Annual Report of the NFE Network Project: Operating a Clearinghouse on NFE Information (September 1979-August 1980) and Two Semi-Annual Reports of the NFE Network Projects: Providing Technical Assistance in Creating LDC National/Regional Information Centers (March 1980-August 1980; September 1980-March 1981).

Michigan State Univ., East Lansing. Inst. for International Studies in Education.

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.

Pub Date—Mar 81

Contract—AID/DSPE-C-0046

Note—103p.; For related document, see ED 192 808.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Clearinghouses, *Developing Nations, Educational Development, *Educational Resources, Females, Information Dissemination, *Information Networks, International Programs, *Nonformal Education, *Technical Assistance

Identifiers—Africa, Asia, Latin America

This report describes the clearinghouse activities of the Non-Formal Education (NFE) Information Center through August 1980 and details efforts, during the projects' second and third biannual periods, to strengthen the capacity of select NFE resource centers in Africa, Asia, and Latin America. The report first addresses the continued operation of a clearinghouse for user-oriented information and knowledge-building related to nonformal education and development, and includes demographic data on the world-wide network and a discussion of center activities. Secondly, it examines the center's work in providing technical assistance toward creating national/regional NFE centers in developing areas. Included are references to visits made to organizations in the Philippines, Thailand, and Kenya, formal agreements of cooperation, and inservice training programs at Michigan State University. Following is a report of further technical assistance activities which includes a change in contract responsibilities to strengthen the women in development (WID) dimensions of the project, and a summary of a visit to South America to establish a regional center. The report summary identifies interfaces between the technical assistance activities and clearinghouse activities of the center, and summarizes concerns that may need special attention in the next year. Five appendices provide visit details and cooperative agreements. (RAA)

ED 207 614

IR 009 955

Booth, Barbara Meredith, Sydney J. Rios, Betty

ERIC Abstractor/Indexer Workbook. Revised Edition. 1981.

Educational Resources Information Center (ED), Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Oct 81

Contract—400-78-0017

Note—422p.; Prepared under the auspices of the ERIC Steering Committee for Technical Operations.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC17 Plus Postage.

Descriptors—*Abstracting, Autoinstructional Aids, Coordinate Indexes, *Indexing, Information Systems, Job Training, Subject Index Terms, Task Analysis, Teacher Developed Materials, *Technical Writing, *Workbooks

Eight documents of representative types and three journal articles are included in this self-instructional training workbook for abstractor/indexers. Introductory materials provide an overview of informative and indicative abstracting styles and the principles of indexing utilized by the Educational Resources Information Center (ERIC). Detailed step-by-step instructions are given on

examining documents, abstracting, and indexing. The first two documents, a state-of-the-art review and an opinion paper, provide practice in the informative abstracting style. A program development guide, a curriculum guide with instructional materials, and a collection of essays represent indicative exercises. A research report deals with the mixed abstract mode (i.e., informative/indicative). A second research report and a document of composite focus provide experience with author abstracts. Journal article exercises emphasize the synthesis of extensive information. Each exercise includes an analysis of requirements, practical strategies, and alternative approaches to handling the document. Suggestions to supervisors for using the "Workbook," sample worksheets, a list of "do's" and "don't's," and a list of verbs are also provided. The workbook is intended for use along with the "ERIC Processing Manual," the "Thesaurus of ERIC Descriptors," and the "Identifier Authority List." (BB)

JC

ED 207 615 JC 800 109

Reap, Margaret C.

A Community College User's Approach to American College Testing Data.

Pub Date—2 Feb 79

Note—22p; Paper presented to the Southwest Educational Research Association (Houston, TX, February 2, 1979).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Entrance Examinations, Community Colleges, Predictive Measurement, *Predictive Validity, Standardized Tests, Statistical Data, Student Placement, Testing Problems, *Testing Programs, Test Reviews, *Test Validity, Two Year Colleges

Identifiers—*American College Testing Program, *North Harris County College TX

The American College Testing (ACT) Assessment Program is reviewed in this four-part report in terms of its use at North Harris County College (NHCC). Part I briefly reviews the contents of the four ACT tests: English Usage, Mathematics Usage, Social Studies Reading, and Natural Science Reading. It goes on to discuss the stability, limitations, and predictive validity of the tests and to make general comments on their nature and scoring. Section II describes ACT's Research Services, including the Class Profile Service, the Predictive Research Services for postsecondary institutions, the High School Profile Service for secondary schools, and the Institutional Self-Study Services, which provide follow-up data on postsecondary students. Section III reviews the current status of the ACT Assessment Program at NHCC, evaluating the usefulness of the data provided by the Class Profile Service and the Predictive Research Services. This section includes summary data. Section IV concludes that ACT's Class Profile Service provides an accurate sampling of the academic abilities of entering freshmen, but that the Predictive Research Services' NHCC studies have not proven effective in predicting student success at the college. Appendices include a detailed content description of the four ACT tests, the table of contents from a Basic Research Service Report, and the table of contents from a Standard Research Service Report. (KL/AYC)

ED 207 616 JC 800 222

Brown, Beverly B.

New Directions in Social and Cultural Anthropology: Pushing Back the Chairs, Opening the Doors.

Pub Date—Feb 81

Note—15p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Anthropology, *Class Activities, Community Colleges, *Cross Cultural Studies, *Cultural Awareness, Educational Media, Experiential Learning, *Global Approach, *Teaching Methods, Two Year Colleges

The need to prepare students for intercultural communication and understanding has stimulated interest in global studies. Within the community college, global studies have been encouraged, but also limited by uncertainties in funding and resource commitment. In this period of confusion, it is important that college anthropology instructors adopt teaching strategies that are responsive, affirmative,

and flexible. While lectures, readings, and class discussions establish a critical fund of information, other activities should be utilized to expand the student's role in the educational process. Students should share in planning course structure and the use of classroom time. Media, such as documentary films and school- or students-produced videotapes, can be immediate and powerful resources for understanding culture. Simulation games are effective in sparking interest and fostering an awareness of social interaction, cultural understanding, and a global perspective. Students with family and job responsibilities can be served through experiential learning activities such as independent research, work-study, service-learning projects, and field work research studies. The cultural awareness possible through study abroad can be made available for students who cannot travel through the internationalization of the curricula. These creative strategies for cultural understanding can function within current resources and financial constraints. (KL)

ED 207 617

Hunter, Beverly

Computer Literacy.

Pub Date—27 Apr 81

Note—13p; Paper presented at the Patterns Conference on Computer Literacy (Rochester, NY, April 27-28, 1981).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Basic Skills, Community Colleges, Compensatory Education, Computers, *Computer Science Education, *Educational Needs, Futures (of Society), *Relevance (Education), Technological Advancement, Two Year Colleges

Identifiers—*Computer Literacy

The concept of computer literacy is examined as it applies to two-year colleges. The paper begins with definitions of the term, emphasizing the skills, knowledge, and attitudes toward computers that are considered criteria for computer literacy. The paper continues by describing a conference at which educators attempted to visualize the technology of the future and its implications and by listing areas in which these educators were successful (e.g., predicting the intelligent videodisc) and unsuccessful. Next, six reasons why a broad base of computer literacy is needed are examined, including reasons related to the changing economy, the changing nature of jobs, promotion of equity in access to computers, world competition, the need to encourage student skills, and the need to understand issues of public policy for technology. The paper then suggests priorities for planning computer literacy programs, which include, in order of importance, enhancing the computer literacy of educational administrators, planning curricula for the use of the computer, purchasing hardware and software to support the curricula, supporting faculty members who encourage computer literacy, supporting academic computing facilities, gaining assistance from industry, and fostering computer literacy at pre-college levels. The paper concludes with a projected profile of the computer-literacy level of the entering college class of 1985, which foresees a wide variation in experience with computers. (KL)

ED 207 618

Goode, Carol L.

Summer College for Kids 1980. Session I: June 16 through July 3. Session II: July 7 through July 24.

Lincoln Land Community Coll., Springfield, Ill. Pub Date—[80]

Note—57p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Acceleration, Admission Criteria, College Admission, *College School Cooperation, Community Colleges, Elementary School Students, Elementary Secondary Education, *Enrichment Activities, *Gifted, Junior High School Students, Program Descriptions, *Summer Programs, Team Teaching

Lincoln Land Community College's (LLCC's) Summer College for Kids is an enrichment program for gifted children who have completed 4th, 5th, 6th, 7th or 8th grade. The Summer College provides fresh subject matter for talented children in order to extend the range of their perception and understanding, as well as their powers of analysis and expression. The teaching skills of a college faculty member and an experienced elementary classroom teacher are combined to provide hands-on, in-depth

exploration of specialized fields of knowledge in science, social studies, business, mathematics, humanities, visual/performing arts, and data processing. Gifted children are identified and recommended by their elementary and middle school teachers according to an abbreviated set of criteria established by LLCC. Even though the program has expanded considerably since its initiation in 1979, many student applications are turned down due to lack of space. In 1979 the program offered only three courses; by 1981, eight courses were added as well as a Fine Arts Camp. This manual provides a collection of informational materials including letters to elementary school principals, college faculty, classroom teachers, child applicants, and parents; corresponding applications and flyers; publicity photos, brochures for various programs; course descriptions for seven of the courses; and an article describing the program, selection criteria for students and teachers, and major learning activities in seven courses. (KL) major learning activities in seven courses. (AYC)

ED 207 619

Rippey, Donald

What Is Student Development? Horizons Issue Monograph Series.

American Association of Community and Junior Colleges, Washington, D.C. Council of Universities and Colleges, ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—81

Contract—400-78-0038

Note—109p.

Pub Type—Opinion Papers (120) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Administrator Role, Change Strategies, Community Colleges, Counselor Role, *Educational Objectives, Individual Development, Models, National Surveys, Postsecondary Education, *Program Design, Program Development, Program Evaluation, *Student Development, Teacher Role

This six-chapter monograph presents a model for student development which is designed to unify the diverse purposes of education. After Chapter I reviews recent criticism of education, it goes on to identify problems in the performance of our educational system and to propose that a student development perspective on education provides a framework for individualizing education. In addition to tracing the origins of student development, Chapter II delineates the student development education (SDE) model, which involves administrators, teachers, and counselors in a competency-based process of goal setting; assessment; use of change strategies in instruction, consultation, and milieu management; and evaluation. Chapter III provides theoretical support for this model in a review of the literature on developmental learning and moral, personal-social, physical, and individual development. Chapter IV discusses an attempt to implement the SDE model in the Police Science program at a two-year college and reviews the problems, challenges, and outcomes of this effort. Chapter V presents the results of a nationwide study of the current use of student development in colleges and universities. Chapter VI concludes with a summary of the problems and issues of evaluation. The monograph is appended by the questionnaire used in the student development survey, a history of the development of competencies for a Black History course, and a description of the SDE curriculum at El Centro College. (AYC)

ED 207 620

Tang, Esther D.

Student Recruitment & Retention.

Pub Date—25 Jun 81

Note—26p; Paper presented at the 1981 Pacific Region Seminar of the Association of Community College Trustees, "Blazing New Trails in the 80's" (Portland, OR, June 25-27, 1981). Best copy available.

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Advising, Academic Persistence, Community Colleges, *Counseling Services, Publicity, *School Holding Power, School Orientation, Student Personnel Services, *Student Recruitment, Teacher Role, Two Year Col-

JC 810 329

JC 810 396

JC 810 331

JC 810 435

leges, *Two Year College Students

Proper student recruitment and retention programs can bring about sustained institutional holding power and subsequently greater financial solvency. In establishing such a program, the following premises should be accepted: (1) retention begins with recruitment of prospective graduates; (2) a high quality educational advisement program leads to increased student retention; (3) the quality of student/faculty interaction is a major factor in an institution's holding power; (4) student performance should be reviewed on a systematic periodic basis; (5) a strong advising program should be designed to provide accurate, consistent, and timely information to both student and advisor; (6) training programs should be developed for every group of personnel within the institution; (7) a college theme and logo should be used consistently on all brochures, letterheads, etc.; (8) the local television, radio, and newspaper media should be used to the fullest extent possible; (9) a collegewide recruitment and retention committee should be established; and (10) institutions must be willing to accept change and phase out less effective educational programs. The four major rules of recruitment retention may be summarized as recruit ethically, orient honestly, inform continuously, and advise developmentally. This paper is appended by a list of assumptions about recruitment activities, and a proposal for a retention project at Pima Community College (AZ) which details nine recruitment activities. (AYC)

ED 207 621

JC 810 488

Bresler, Marilyn

Student Age and Ethnic Background, Fall 1979-80 and Fall 1972-73, Minority Group Enrollment Statistics, [and] Student Age Distributions, Fall 1980-81. Analytical Studies Research Reports, 80-4, 80-5, [and] 81-2.

Maricopa County Community Coll. District, Phoenix, Ariz. Office of Educational Development. Pub Date—81

Note—44p.; Maps of Phoenix and the Phoenix Metropolitan Area will not reproduce well.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Persistence, *Age, American Indians, Asian Americans, Black Students, Community Colleges, *Enrollment, Enrollment Trends, Grade Point Average, Hispanic Americans, *Minority Groups, Multicampus Districts, *Student Characteristics, Two Year Colleges, *Two Year College Students, White Students

These three reports from the Maricopa County Community College District (MCCCD) offer enrollment summaries for the district and its seven colleges. The first report presents the number and percent of students in eleven age groups and seven ethnic groups by college and district for fall 1979 and districtwide data for fall 1979 and 1972. The report reveals an increase of two years in the mean and median ages; little change in minority group enrollments; and a 10% decrease in recorded White enrollment. The second report provides a more detailed breakdown of district minority enrollment in fall 1979, examining continuation rates and grade point averages (GPA's). Findings in this report include: (1) minority groups provided 13% of the total district enrollment, matching the ethnic composition of the service area; (2) continuation rates for minority group students were somewhat higher than for White students; (3) White and Asian students had the highest GPA's, and Black and Indian students had the lowest GPA's; and (4) part-time students had higher GPA's than full-time students. The third report examines fall 1980 student age distributions for the district and by college. The report indicates that the median student age was 26, with the median age for males generally two years less than for females and the median age of day students five years less than that of evening students. Data tables, methodology, and limitations for each study are included in the three reports. (KL)

ED 207 622

JC 810 490

Bresler, Marilyn

Population and Enrollment Projections. Analytical Studies Research Report[s], 81-1 [and] 81-5. Maricopa County Community Coll. District, Phoenix, Ariz. Office of Educational Development. Pub Date—81

Note—55p.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Community Colleges, *Enrollment, Enrollment Influences, *Enrollment Projections, Enrollment Rate, Enrollment Trends, Full Time Equivalency, Multicampus Districts, Population Growth, *Population Trends, Two Year Colleges, *Two Year College Students

These two reports from the Maricopa County Community College District (MCCCD) present population projections for the MCCCD service area and enrollment projections for the district and its seven individual colleges. The first report reviews enrollment increases over the past decade and presents fall 1980 figures as a background for examining county population projections. The report reviews projections from six sources and discusses the implications for MCCCD of in-migration, an increase in the birth rate in the county, and a population shift from older, central city regions to growth areas in the northwest and southeast parts of the county. Data tables are provided in the report. The second report presents the full-time student equivalent (FTSE) and headcount enrollment for the district and its colleges from 1971-72 through 1980-81. Additionally, this report provides two sets of FTSE and headcount projections for the period 1981 through 1985. One set is based on the enrollment pattern of the previous ten years (1971 through 1980), while the other is based on a five-year pattern (1976 through 1980). Projection variations occasioned by differences in the two base patterns are summarized and discussed. For example, using the ten-year base pattern, growth was predicted to total 1050 FTSE; however, when the five-year pattern was used, growth was predicted to total 419 FTSE. The second report also contains graphs and data tables. (KL)

ED 207 623

JC 810 523

Grima, Frank Roark, Edith

Reading and Nursing Work Together.

Pub Date—81

Note—12p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Content Area Reading, Course Descriptions, *Medical Vocabulary, Nontraditional Students, *Nursing Education, Program Descriptions, Remedial Instruction, *Remedial Reading, Two Year Colleges

Identifiers—*Vernon Regional Technical College TX

Vernon Regional Junior College's (VRJC's) incorporation of a reading course in its nursing curriculum is described in this two-part report. The report's first section provides background on VRJC, its facilities, and the factors which led to the implementation of a reading course specifically designed to help students understand nursing textbooks and assignments. The following aspects of the nursing program are then described: credit load requirements, testing procedures, and the four-week, three credit-hour reading course which is offered before the regular nursing program begins. The program's high success rate is noted and several factors contributing to this success are enumerated, such as: (1) cooperation between academic and vocational instructors is highly stressed; (2) the nursing director stresses the benefits of the reading course; (3) the reading instructor is dedicated, flexible, and willing to work with nontraditional students; (4) the instructional deans support the curriculum; (5) students favor the nursing-oriented skills class; and (6) texts and instructional materials are relevant to the nursing courses. The report's second section provides an update on the nursing program, enumerating the changes that have taken place in scheduling, instructional services, and materials. The report is appended by a medical terminology syllabus and a listing of the course requirements for a vocational nursing certificate of completion. (KL)

ED 207 624

JC 810 525

Shearon, Ronald W. And Others

Putting Learning to Work: A Profile of Students in North Carolina Community Colleges, Technical Institutes, and Technical Colleges. A Technical Report.

North Carolina State Univ., Raleigh. Dept. of Adult and Community Coll. Education.

Spons Agency—North Carolina State Dept. of Community Colleges, Raleigh. Occupational Education Research Services.

Pub Date—Nov 80

Note—266p.; For a related document, see ED 196

486.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—College Choice, College Transfer Students, *Community Colleges, Continuing Education, Information Sources, Participant Satisfaction, Population Trends, School Demography, Socioeconomic Status, State Surveys, *Student Characteristics, Student Educational Objectives, Two Year Colleges, *Two Year College Students, Vocational Education

Identifiers—*North Carolina

This report provides an in-depth profile of the students enrolled in the 57 community colleges and technical institutes of the North Carolina Community College System during the spring of 1979. After an introductory section identifying key issues and describing the research problem and objectives, the study methodology is described. Next, student profiles based on a statewide sample of more than 16,000 students are presented for the community college students in general and for curriculum and continuing education students. These profiles cover demographic, socioeconomic, academic, and attendance characteristics, and, in addition, provide information on sources of influence and information, students' value orientation toward education, education and employment plans, and feelings about the standard use of community college as the designation for all institutions in the system. Next, demographic and socioeconomic comparisons are made between curriculum and continuing education students and North Carolina's projected 1979 adult population. The subsequent sections examine profile changes in the curriculum and continuing education student populations over the last ten years. After enrollment and population changes are compared, the report presents a summary analysis of the findings. Appendices provide the survey instrument and other information related to the study methodology and results. (AYC)

ED 207 625

JC 810 526

Engleberg, Isa N., Ed. Leach, Ernest R., Ed.

Prince George's Community College Marketing Plan, 1981-1982.

Prince George's Community Coll., Largo, Md.

Pub Date—13 Aug 81

Note—178p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Community Colleges, Needs Assessment, Outreach Programs, Publicity, *Public Relations, School Business Relationship, *School Holding Power, *Student Recruitment, Two Year Colleges

Identifiers—*Educational Marketing, Prince Georges Community College MD

Developed by the Marketing Task Force at Prince George's Community College (PGCC) in 1981, this report presents a plan which identifies educational service needs, recommends strategies for responding to those needs, and suggests a marketing approach. The report begins by providing background on the four-stage marketing process implemented during 1977-78. It then reviews the charge, membership, and perspective of the 1980-81 Marketing Task Force. Next, a situational analysis is presented which reviews PGCC's current share of the educational market, the interests of student consumers (i.e., non-traditional delivery modes, career-oriented programs, developmental studies, career planning, and community services), and the educational competition in the community. Specific marketing strategies are presented in the next section, in the categories of research, marketing mix, and process. A total of 96 marketing tactics are ranked by priority under these strategy categories, and the target market, office responsible, and planned completion date are provided. After an implementation schedule is presented, Appendix A provides marketing tactic action forms for each of the 96 strategies, including information on needs assessment, goals, procedures for action, success indicators, and costs. Appendix B presents a promotion calendar for each month from July 1981 through June 1982. (KL)

ED 207 626

JC 810 530

Cohen, Arthur M.

Searching for Quality.

Pub Date—24 Aug 81

Note—17p.; Paper presented to the faculty and staff of the Community College of Denver (Denver, CO, August 24, 1981).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Standards, *College Role, *Community Colleges, *Educational Quality, *Educational Responsibility, Graduation Requirements, *Liberal Arts, Two Year Colleges Community colleges, in a quest for increased enrollments and expanded educational access, seem less concerned with quality than they were 15 years ago. This is evidenced by the move toward open enrollments, reduced academic requirements, promotion of sporadic course-taking patterns, and vocational, as opposed to general, education. Adjustments have been made to accommodate student preference for video instructional modes, to compensate for the deterioration of the secondary curriculum, and to give acceptable grades. While many factors are beyond the college's authority, standards, requirements, and grades are all within the college's control. Colleges have a responsibility to examine the effects of curricular shifts to pre-college-level course work, of allowing the level of transfer courses to deteriorate, and of promoting intermittent rather than sequential curricular structures and student attendance patterns. Data is available to help colleges focus on the effects of these kinds of policy decisions and to enable them to answer those who question whether these decisions are in the best interest of the community. An additional responsibility of the college is the promotion and maintenance of the liberal arts, not only within transfer programs, but also within vocational programs, and even as the basis for a liberal arts career major. The next decade will bring many changes and an increased demand for accountability that will force colleges to pay more attention to the business of education. (AYC)

ED 207 627

JC 810 533

Sheldon, M. Stephen

Past Performance, Quantitative Models, and the

Prediction of Community College Enrollments.

Los Angeles Pierce Coll., Woodland Hills, Calif.

Pub Date—Sep 81

Note—7p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Colleges, *Enrollment Projections, Enrollment Trends, *Mathematical Models, *Predictive Validity, *Research Problems, Scheduling, School Statistics, Two Year Colleges

Several models for enrollment projections have been developed based on past performance. One of these, a computer-assisted model developed at the California State University at Northridge, was tested for possible use at Los Angeles Pierce College (LAPC). From three to five previous comparable college terms are used in the model to predict enrollments for up to three academic levels; for each course, program, and department; and for the total college. Linear, curvilinear, logarithmic, or exponential models are possible. In testing this model at LAPC, the Earth Science and Business departments were selected. Data on weekly student contact hours and census enrollment were obtained for all courses and programs over the previous five years. Though this model had remarkable success in predicting enrollment within the state and university system, at LAPC the error in prediction for most cases was very large—due primarily to the artificial limitations on or increase in the number of students enrolled in specific programs caused by changing the course and section offerings. Given the predictive failure of this model, how are enrollment predictions best made? Knowledge of local economic and demographic factors permits general enrollment predictions, but decisions about program and course modifications should be based on the participation of department heads and faculty, analyses of five-year course enrollment trends, and consideration of college mission. (AYC)

ED 207 628

JC 810 534

Associate Degrees: A Look at the 70's. National

Center for Education Statistics Bulletin.

National Center for Education Statistics (ED),

Washington, D.C.

Report No.—NCES-81-358

Pub Date—2 Sep 81

Note—17p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Associate Degrees, Bachelors Degrees, Degrees (Academic), Ethnic Groups, Females, *Majors (Students), *Males, *Minority Groups, Private Colleges, State Surveys, *Two Year Colleges

A series of tables and charts present information on the number of associate degrees awarded between 1970-71 and 1979-80. First, a narrative summarizes statistical highlights and trends for the ten-year period, including the following information: (1) during this period, 3,611,147 associate degrees were awarded in the United States, representing an overall increase of 59.8% for the decade; (2) during this period, bachelor's, master's, first-professional and doctoral degrees increased 11.0%, 29.4%, 84.0%, and 2.0%, respectively; (3) during the 1970's, there was a shift in popularity away from arts and sciences curricula and general programs towards occupational curricula; (4) since 1976-77, women have been in the majority receiving associate degrees; (5) female enrollments have increased across all curricular areas; (6) in every racial minority category, a greater proportion of students received associate degrees than bachelor's degrees; (7) all types of institutions and, with the exceptions of California and Washington, D.C., all states exhibited increases in the number of associate degrees awarded during the decade. The ten tables provide raw data and statistics by sex, curriculum category and division, racial/ethnic category, control and level of institution (i.e., two-year/four-year, public/private), and state for each year. (AYC)

ED 207 629

JC 810 535

Mirabeau, Roch L.

How Will Educational Institutions Respond to

Changing Values and Lifelong Learning?

Pub Date—2 May 81

Note—15p.; Adapted from a presentation given at the Conference on Lifelong Learning and Continuing Education (Tampa, FL, May 2, 1981).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Colleges, Culture Lag, *Educational Responsibility, *Futures (of Society), *Humanistic Education, Humanities, *Lifelong Learning, Public Education, Technological Advancement, Two Year Colleges, Values

In our rapidly changing society, public schools and community colleges have a responsibility to help individuals meet the challenges of change through lifelong learning. One effect of massive social changes has been the loss of control over language as a means of communication. The reduced effectiveness of academic language is particularly evident in the community college, where teachers and their nontraditional students no longer share a common language, culture, or values. From the perspectives of humanist, linguist, and social observer, one finds evidence that the problem of reduced communication is a major one. The same technology-triggered changes that resulted in this loss of control over language make the need for lifelong learning critical, as lifelong learning recognizes the importance of a continuous process of adaption to change. In the face of massive demographic shifts, increased urbanization, the obsolescence of the single career, and the altered structure of the family, well-planned lifelong education could well emerge as the main component of education's answer to the challenges of the future. The education of children, adolescents, and adults should focus on helping them effectively solve problems, cooperate intelligently, and adapt to change while preserving their rights and characteristics. (KL)

ED 207 630

JC 810 538

Grant, Grace E., Ed.

Humanistic Literacy and the Community College

Student.

Claremont Graduate School, Calif.

Spons Agency—Andrew W. Mellon Foundation, New York, N.Y.; National Endowment for the Humanities (NEAH), Washington, D.C.

Pub Date—Jun 78

Note—141p.; Prepared by the Humanities Faculty Development Program.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Basic Skills, Community Colleges, *Humanistic Education, *Humanities Instruction, Interdisciplinary Approach, *Literacy Education, Program Descriptions, *Remedial Programs, *Student Development, Two Year Colleges, Writing Instruction

This collection of papers addresses the complex problem of humanistic literacy, stressing techniques for creating a relationship between our inherited knowledge and the abilities to read intelligently and write clearly. After an introduction on the issue of humanistic literacy and the preparation of this publication, the three papers in Section I suggest ways in which remediation and humanistic education can be combined. The first essay, "Homer's 'Odyssey' and Humanistic Education: Towards a Theory of the Humanities," by Clay A. Boland, Jr., discusses the "Odyssey" as a source of descriptive definitions of humanism, humanist, and humanistic education. "The American Musical: A Value-Reflecting Ritual," by Wayne H. Freeman, explores the social values and cultural changes reflected in this art form. In "Community Colleges and Literacy," Donald B. Epstein traces the history of literacy training and reviews the Guided Studies Program at Clarkamas Community College (OR) which links the humanities with the life experiences of nontraditional students. The papers in Section II describe remedial programs with a humanistic emphasis. Margaret Byrd Boegeman, in "Autobiography in English Composition," describes the use of autobiographical writing in developing language skills and promoting self-awareness and self-confidence. "Learning to Write Sentence by Sentence: A Modular Approach to English Composition," by Peter L. Sharkey, examines the College of Marin's (CA) course, which emphasizes thesis, tone, and point of view. (KL)

ED 207 631

JC 810 540

Wattenbarger, James L. Bibby, Patrick J.

Financing Community Colleges, 1981.

Florida Univ., Gainesville. Inst. of Higher Education.

Spons Agency—National Council of State Directors of Community-Junior Colleges.

Pub Date—Aug 81

Note—57p.

Pub Type—Reports - Descriptive (141) — Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Budgeting, Budgets, *Community Colleges, Costs, *Educational Finance, Finance Reform, Financial Policy, *Financial Support, Full State Funding, National Surveys, Program Budgeting, *State Aid, Tax Allocation, Two Year Colleges, Unit Costs

Based on information provided by state directors of community/junior college education, this report reviews state approaches to community college financing. The report includes data from 35 states, which together accounted for 86.3% of the total enrollment in community/junior colleges in 1980. Section I presents conclusions drawn from the data, including: (1) the trend toward increased state support with less emphasis on local funds continued; (2) program quality suffered as a result of marginal funding; (3) student costs continued to rise; and (4) political leadership has a limited understanding of the potential of the community college. Section II describes financing patterns in each reporting state, emphasizing changes occurring since 1978. Section III begins by enumerating six unique functions of community colleges, then notes the shift in funding from the local to state level, and reviews suggested criteria for funding. It then describes four common state-funding patterns: negotiated funding, where state support is based on an annual negotiation between the colleges and the state; unit-rate formulas, where funding is based on a stated amount of money per a selected unit, such as full-time equivalent student; minimum foundation funding, where state

funds are modified by local tax yield; and cost-based program funding. Data tables in Section IV illustrate the increasing role of state support in community college funding, the wide range of expenditures per student, and the similarities of states' funding problems. (K1.)

ED 207 632 JC 810 542

Williams, Richard W.

Developing a Peer Tutoring Program: A Self-Instructional Module.

Chicago City Colleges, Ill. Malcolm X Coll.

Pub Date—81

Note—55p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Behavioral Objectives, Community Colleges, Learning Modules, *Peer Teaching, Pretests Posttests, *Program Development, Student Recruitment, *Tutorial Programs, *Tutoring, Tutors, Two Year Colleges

This two-part module was prepared to assist instructors in designing and implementing a peer tutoring program. After introductory material and the presentation of a rationale for peer tutoring, Part I begins by stating learning objectives and providing a pretest. It then presents an overview of peer tutoring, outlining a systematic tutoring program. This section continues with a description of five steps in an implementation procedure, including the selection and recruitment of tutors, the identification of instructional resources, the determination of who will be served, and the evaluation and modification of the tutoring program. A sample evaluation questionnaire is included. Part II, a peer tutoring manual, begins with an introduction to the concept of peer tutoring and nine learning objectives. After the tutors' pretest, the manual suggests ten learning activities for the tutor which focus on subject matter review, personal attitude assessment, investigation of the tutor's role, hypothetical tutoring situations, designing learning activities for tutees, identifying additional resources, record keeping, and a personal growth seminar. The manual concludes with a pretest. Appendices include answer keys, papers on the role of a tutor and on the community college student, a description of a procedure for a tutoring assignment, discussions and exercises related to tutorial problems and potential solutions, suggestions for record keeping, and an essay on writing tutorial objectives. (K1.)

ED 207 633 JC 810 543

Trent, Richard L., Ed.

Public Relations in the Community College: How to Start up an Operation, Determine the Program, and Master the Skills of Community College Public Relations.

Council for Advancement and Support of Education, Washington, D.C.

Pub Date—81

Note—68p.

Available from—CASE Publications, P.O. Box 298, Alexandria, VA 22314 (\$10.50).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Administrator Role, Alumni, Alumni Associations, Community Colleges, Evaluation Criteria, Financial Support, *Organizational Communication, Photography, Printing, Production Techniques, Program Costs, Program Evaluation, *Public Relations, Reprography, *School Community Relationship, Two Year Colleges

This nine-chapter manual provides a practical guide to community college public relations (PR) for PR officers with expanding responsibilities. Chapter I explores the philosophy of community college public relations, considering the issue of community, the role of the PR director, and potential problem areas. Chapters II and III provide guidelines for establishing and maintaining good external and internal public relations, emphasizing in both cases the importance of comprehensive communications programs. Alumni relations are the focus of Chapter IV, which discusses factors in the establishment and maintenance of alumni associations. Chapter V outlines the resource materials and equipment needs of the PR office. Chapter VI provides suggestions for using visual graphics, enumerating, among other items, picture sources, equipment needs, and tips for good photographs. Chapter VII reviews several printing and large-scale distribution options available to the PR officer, presenting the advantages and disadvantages of each.

Chapter VIII discusses the issues of administrative authority for the PR office, the PR officer's relationship to the president, and funding. Finally, Chapter IX recommends ways of gauging the effectiveness of PR programs. (AYC)

ED 207 634 JC 810 545

Bresler, Marilyn

Transfer and Occupational Student Enrollment, Fall 1980-81. Analytical Studies Research Report 81-8.

Maricopa County Community Coll. District, Phoenix, Ariz. Office of Educational Development.

Pub Date—Sep 81

Note—18p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Age, College Credits, *College Transfer Students, Day Students, *Enrollment, Evening Students, Females, Full Time Equivalency, Full Time Students, Majors (Students), Males, Multicampus Districts, Part Time Students, *Student Characteristics, Two Year Colleges, *Two Year College Students, *Vocational Education During fall 1981, the characteristics of transfer and occupational students at the Maricopa County Community College District were examined to determine similarities and differences. Using information supplied by students when admitted to the colleges, 18,873 transfer students and 24,856 occupational students were identified. Although they accounted for less of the District's headcount enrollment, transfer students accounted for slightly more full-time equivalents (FTE's). Occupational students split their FTE almost evenly between vocational and nonvocational courses, while transfer students took mostly nonvocational courses. Of the transfer students, 45% enrolled for more than nine credit hours, while only 9% of the occupational students carried this many units. Transfer students were more prone to enroll in day courses than occupational students. A greater percentage of transfer students than occupational students were sophomore, male, under 19 years of age, and high school graduates. Occupational and transfer students were similar with respect to ethnicity and admission status. Large percentages of both the transfer and occupational students selected general curriculum and business majors. The bulk of this report is composed of data tables covering headcount and FTE enrollment, credit hour distributions, FTE and headcount by day/evening attendance and college, student characteristics, and majors selected at admission. (KL/AYC)

ED 207 635 JC 810 547

I. D. S. [Interdisciplinary Studies in General Education]: A Program for the 80's.

Valencia Community Coll., Orlando, Fla.

Pub Date—[80]

Note—9p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Basic Skills, Behavioral Objectives, Community Colleges, *General Education, *Interdisciplinary Approach, Program Descriptions, Two Year Colleges

Interdisciplinary Studies in General Education (IDS) is Valencia Community College's alternative to the fragmented approach to general education reflected in many schools' unrelated requirements of survey courses and laboratories. A two-year course of study, IDS brings together literature, mathematics, social science, natural science, philosophy, rhetoric, religion, art, architecture, and music within a historical framework. The program concentrates on the major developments in Western intellectual history and their modern implications, with the purpose of creating an enlightened and liberated citizenry. This is accomplished by focusing on the thinking, integrating, and communicating skills and processes by which knowledge is acquired. The success of the IDS program has been contributed to by a unified philosophy of general education, instructors' knowledge of classroom techniques, and a team of dedicated, experienced generalists. This success has been attested to by the transfer, business, and general interest students who have completed the program. (This program description lists 18 specific cognitive competencies at the heart of the IDS program and is appended by a listing of the works covered in the IDS's ten subject areas.) (AYC)

ED 207 636 JC 810 550

Dutrow, Anita Marceca Houston, Charles A.

An Analysis of the Relationships of Academic Success and Selected Achievement/Attitude Tests.

Pub Date—Jul 81

Note—12p.; Paper presented at the Annual Meeting of the Southeastern Association for Community College Research (Orlando, FL, July 20-22, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Academic Achievement, Community Colleges, Correlation, *Grade Point Average, *Grade Prediction, Personality Measures, Reading Ability, Reading Tests, Scores, Student Attitudes, *Student Characteristics, Study Skills, Two Year Colleges, *Two Year College Students

Identifiers—Dabney S Lancaster Community College VA
A study was conducted at Dabney S. Lancaster Community College (DSLCC) to examine the relationships between reading achievement, academic major, selected personality variables, grade point average (GPA), and scores on the College Guidance and Placement Test (CGPT). The Iowa Silent Reading Test, the Survey of Study Habits and Attitudes, and the California Personality Inventory were administered to 172 students enrolled in all of the English classes offered at DSLCC during spring 1980. The study revealed the following: (1) reading test scores were not significantly related to GPA; (2) GPA correlated significantly with CGP scores and the personality characteristics of self-acceptance, responsibility, tolerance, achievement via independence, high intellectual efficiency, and femininity; (3) flexibility, self-control, CGP scores, and work delay avoidance were found to contribute significantly to GPA; (4) study skills inventory scores were not significantly related to GPA; and (5) femininity and achievement via independence were significantly related to a GPA above 3.0. The study report includes recommendations for further study, statistical data tables, and a bibliography. (KL.)

ED 207 637 JC 810 555

Pierce, Nancy

Institute of Study for Older Adults, Liberal Arts

Program: Annual Report, 1979-80.

New York City Technical Coll., Brooklyn. Div. of Continuing Education and Extension Services. Spons Agency—New York City Dept. for the Aging, N.Y.

Pub Date—Aug 80

Note—54p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Adult Programs, Annual Reports, College Curriculum, Community Colleges, Courses, Educational Benefits, Financial Support, *Liberal Arts, *Older Adults, Organizational Objectives, Program Descriptions, Two Year Colleges

Identifiers—*Institute of Study for Older Adults NY

The Liberal Arts Program described in this report is the largest and most stable of the projects of the Institute of Study for Older Adults (ISOA) at New York City Technical College. The report deals with the program's activities and emphases during 1979-80. After introductory material on the ISOA's growth, activities, funding, and outreach model, four continuing ISOA objectives are listed and the Institute's efforts to achieve them are described. These objectives are: (1) to provide opportunities for older adults to identify and express their educational and social needs; (2) to enhance the self-confidence and self-esteem of elderly students through intellectual inquiry and social interaction; (3) to provide supportive settings which encourage older adults to test new roles and skills; and (4) to advocate the acceptance by professionals of the potential for growth of older adults and of the concept of lifelong learning. The next section covers the major issues addressed during 1979-80, i.e., defining the rationale for liberal arts education for the elderly, identifying curricular strengths, and assessing the impact of course taking on older learners. Examples are then provided of events illustrating some of the program benefits. After providing statistics on course offerings, funding, course taking, and course content, the report presents a program agenda for an ISOA conference and a list of workshop topics. The 1979-80 course schedule is appended. (AYC)

ED 207 638

JC 810 556

Joseph, Stephen M. Delaloye, Joan E.
 "Never Too Late..." Extending Continuing Education to the Elderly Homebound: Manual.
 New York City Technical Coll., Brooklyn. Div. of Continuing Education and Extension Services.
 Spons. Agency—Administration on Aging (DHEW), Washington, D.C.; New York State Education Dept., Albany.
 Pub Date—Jun 80
 Note—90p.
 Pub Type—Guides - Non-Classroom (055)
 EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Budgets, Community Education, *Continuing Education, Cooperative Programs, Delivery Systems, *Homebound, Noncredit Courses, *Older Adults, *Peer Teaching, Postsecondary Education, Program Development, Student Recruitment, *Volunteers, Volunteer Training
 Identifiers—New York

Based on the collaborative efforts of six New York postsecondary institutions and several social agencies, this manual provides guidelines for institutions wishing to develop and implement a program to extend continuing education to the elderly homebound. An introductory section describes the Elderly Homebound Project, upon which many of the suggestions and examples provided in the guidebook were based. This project trained older adults as learning companions, that is, persons who attend non-credit college courses and share the knowledge they gain with homebound elderly persons between the weekly course sessions. The manual provides suggestions as well as samples of flyers, correspondence, forms, advance television schedules, and other documents useful in replicating this program. Its 14 sections cover: (1) purpose of the manual; (2) educational philosophy; (3) goals and objectives; (4) steps in getting started; (5) recruiting homebound elderly and learning companions; (6) staffing needs and personnel, including advisory committee members' responsibilities; (7) curriculum and instructional methods, including the use of television; (8) teacher training; (9) scheduling staff meetings; (10) one-year budget; (11) development of a series of forms to facilitate information flow; (12) problems that the Institute of Study for Older Adults at New York City Community College encountered and solved; (13) program evaluation; and (14) conclusions. (AYC)

ED 207 639

JC 810 557

Spore, Melissa
 Extending Basic Education to the Elderly: A Guide to Program Development.
 New York State Education Dept., Albany. Bureau of Community and Continuing Education Program Services.
 Pub Date—[80]
 Note—66p.
 Pub Type—Guides - Non-Classroom (055)
 EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Adult Basic Education, *Adult Learning, Adult Literacy, Adult Programs, Cognitive Style, Community Colleges, *English (Second Language), Individual Characteristics, Models, *Older Adults, Outreach Programs, *Program Development, Second Language Instruction, *Teaching Methods, Two Year Colleges
 Identifiers—*Institute of Study for Older Adults NY

Based on a study by the Institute of Study for Older Adults of the language needs, program models, and learning dynamics of older adults lacking English skills, this manual provides guidelines for establishing language courses for older adults. After definitions of common terms and concepts are provided, Section I describes the literacy needs, characteristics, attitudes toward education, and influence of family and friends of older adults who lack English skills. Section II focuses first on the cognitive strengths of older adults, covering intellectual functioning, sensory intake, integration of skills, memory, and other factors. It then considers andrological practices and principles in the areas of Adult Basic Education (ABE) and English as a Second Language (ESL), reviews testing and evaluation methods and results, and presents a selected list of instructional materials. Section III describes the pilot classes offered by ISOA during 1980-81, while Section IV focuses on planning. This section looks at site and facilities considerations, age-integration, scheduling, transportation, and student preferences. It also discusses the involvement of senior centers

and ABE and ESL personnel, discusses recruitment strategies, and touches upon other organizational models. After Section V presents planning guidelines and recommendations for administration and instruction, Section VI offers conclusions. Appendices provide survey data, suggest resources, and contain references. (AYC)

ED 207 640

JC 810 558

Pierce, Nancy T.
 A Guide to Developing Consumer Education Programs for the Elderly.
 New York City Technical Coll., Brooklyn. Div. of Continuing Education and Extension Services.
 Spons. Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Office of Consumers' Education.
 Pub Date—[80]
 Note—127p.
 Pub Type—Guides - Non-Classroom (055)
 EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Adult Learning, Behavioral Objectives, Bibliographies, Community Colleges, *Consumer Education, Experiential Learning, *Learning Activities, *Needs Assessment, *Older Adults, *Teaching Methods, Two Year Colleges
 Based upon the experiences of New York City Community College (NYCCC) in conducting community workshops in consumer education for the elderly, this manual aims to guide the consumer education teacher in determining the needs of older students, in choosing and practicing appropriate teaching methods, and in locating materials appropriate to the aging. After introductory material on NYCCC's community workshops and the purposes of the manual, Chapter I describes the functions of needs assessment in consumer education for the elderly. It then examines the assessment process used by NYCCC for its consumer workshops and suggests several approaches to needs assessment, providing instructions for a lottery exercise as an example. Chapter II focuses on setting learning objectives, suggesting specific objectives and relating the manner in which NYCCC achieved these goals. Chapter III looks at instructional approaches and methods. It covers the learning characteristics of older adults and provides examples of the traditional and experiential techniques used by NYCCC, including discussion, lecturettes, small group discussions, brainstorming, role playing and simulation, field experiences, and many combinations of these. Chapter IV discusses the use of printed materials with elderly students and provides an extensive list of resources arranged by topic. The appendix provides instructions for various class activities and includes lists of possible discussion topics. (AYC)

ED 207 641

JC 810 560

Roberts, Keith J.
 The Developmental Mathematics Curriculum at Milwaukee Area Technical College: An Historical Perspective.
 Pub Date—Apr 81

Note—11p.; Paper presented at the Conference on Remedial and Developmental Mathematics in College (New York, NY, April 9-11, 1981).
 Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)
 EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Basic Skills, *Developmental Studies Programs, Mathematics Anxiety, Negative Attitudes, Program Descriptions, Program Development, *Remedial Mathematics, *Technical Education, Technical Institutes, *Technical Mathematics, Two Year Colleges
 Milwaukee Area Technical College's (MATC's) responses to the need for developmental mathematics instruction are reviewed in this paper. The paper begins by briefly describing a project which MATC undertook in 1965 through 1970 to develop technical mathematics materials and courses which were relevant for technicians and matched the entry-level skills and learning speed of the students. It goes on to describe the development of MATC's Crossover Program, which provides basic skills courses to prepare students for entry into technical career programs. After describing the courses and placement procedures used in the General, Health, and Technical Crossover Programs, the paper presents a report on the materials, methods, and results of one section of arithmetic, taught during the summer of 1980. This report describes the MATC-developed module series, the use of diagnostic pretests, the instructional format, and student attrition. It then

analyzes student performance, presenting test items which were answered correctly by 100% of the students completing the math course and items which were performed correctly by less than 67% of the students. Each subject area on the final exam is then examined in terms of the number of students performing items correctly. Finally, the report presents a discussion of students' negative attitudes towards mathematics, including samples of student comments about their feelings toward math. (KL)

ED 207 642

JC 810 561

Rosberg, William H.
 An Examination of the Perceived Educational Needs of a Sample of the Population of the Service Area of Kirkwood Community College.
 Pub Date—81

Note—89p.; Ed. D. Dissertation, Nova University.
 Pub Type—Dissertations/Theses - Masters Theses (042) — Reports - Research (143)
 EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Academic Aspiration, *Adults, Adult Students, *Community Attitudes, Community Colleges, Community Surveys, *Educational Needs, Educational Television, Extension Education, *Individual Characteristics, Needs Assessment, Off Campus Facilities, Questionnaires, Two Year Colleges
 Identifiers—Kirkwood Community College IA

In 1981, a study was conducted at Kirkwood Community College (KCC) to assess community attitudes towards delivery systems and programs, such as community education centers and course offerings via telephone and television. A telephone survey was conducted of 500 residents in non-metropolitan areas of the college's service district requesting information on course-taking experience and plans; educational goals; subject interests; preferences with regard to scheduling and to on-campus, community center, or televised courses; barriers to enrollment; familiarity with KCC courses; number of family members; educational level; employment status; age; income; place of residence; and sex. Study findings, based on a 85.6% response rate, include the following: (1) nearly 80% of the respondents who planned on taking courses preferred a media-based instructional delivery system; (2) no specific disciplinary area attracted the interest of more than 15% of the respondents; (3) almost 50% of those not planning future enrollment indicated that they were "too old," while 25% indicated they would not enroll because they had completed their education; (4) those planning to enroll expected to attend part-time and desired night classes; and (5) personal growth and desire to obtain a good job were the most frequently cited educational goals. The study report reviews related literature, details methodology and results, and includes conclusions and recommendations. The questionnaire is appended. (KL)

ED 207 643

JC 810 562

Wiley, Bennie
 The Intercultural Studies Division: An Interdisciplinary Success.
 Pub Date—17 Sep 81

Note—11p.
 Pub Type—Reports - Descriptive (141)
 EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Colleges, Course Objectives, *Curriculum Design, Experiential Learning, *Interdisciplinary Approach, Liberal Arts, Program Descriptions, *Teaching Methods, Team Teaching, Two Year Colleges, *Unified Studies Curriculum
 Identifiers—Miami Dade Community College FL

The Intercultural Studies Division at Miami Dade Community College offers a two-semester interdisciplinary, experiential approach to general education. This division is autonomous and maintains its own full-time faculty. Its major teaching unit is the module, an interdependent component of four instructors with experience in communications, natural science, social science, and psychology. Each four-member module has responsibility for approximately 145 students who enroll in the division for a minimum of four courses. Traditional teaching and evaluation methods are supplemented with field work and other activities. The first semester curriculum begins by having the student consider his/her current skills and behaviors, then examine how he/she functions and how he/she became the person he/she is, and finally explore and decide which behaviors, values, and attitudes he/she wishes to maintain, acquire or delete. The second semester focuses on the student's interaction with

his/her environments, focusing on natural and social systems and changes in them and on effective change. Several curricular practices that are part of the division are: relating the fact and theories of the disciplines, a close relationship between student and teacher, affective objectives, application of theory, experiential learning, taxonomic level of objectives, variety of activities and instructional methods, and evaluation based on performance. The report concludes with a sample of student comments. (KL)

ED 207 644 JC 810 564

Morris, William. *And Others*

Student Accountability Model (SAM) Operations

Manual.

California Community Colleges, Sacramento. Office of the Chancellor; Los Angeles Community Coll. District, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jul 81

Note—98p.; Revised edition of ED 135 443.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Community Colleges, Employers,

*Follow-up Studies, *Occupational Surveys, Questionnaires, Research Design, Research Utilization,

Sampling, Vocational Education,

*Vocational Followup

Identifiers—California, *Student Accountability

Model (California)

This manual presents a system of procedures constructed to improve occupational student follow-up in California community colleges. First, introductory material describes the development of the Student Accountability Model (SAM) project; presents two levels of guidelines for the system—essential and highly desirable; and enumerates assumptions about effective follow-up procedures and information needs. The next chapters describe the two components of the model: (1) the Student Accounting Component, which includes procedures for classifying courses, identifying student majors, and obtaining academic year unduplicated enrollment counts; and (2) the Student Follow-Up Component, which recommends procedures for obtaining information about students who have left college. Chapter IV covers follow-up procedures and techniques and the use of SAM information in program planning and evaluation. This two-part chapter covers both student and employer follow-up. Chapter V discusses the use of SAM for meeting Vocational Education Data System (VEDS) requirements. The manual is appended by a discussion of sampling in follow-up studies; examples of survey instruments; and a listing of the members of the SAM consortium of 12 community colleges. (AYC)

ED 207 645 JC 810 565

A Comparison of Enrollments in Gulf Coast Junior College vs Lower Division Enrollments in the Eight State Universities and Other Junior Colleges.

Mississippi Gulf Coast Junior Coll., Perkinston.

Report No.—MGCJC-80-81-20

Pub Date—6 May 81

Note—10p.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Persistence, Attendance

Patterns, College Freshmen, *College Students,

College Transfer Students, Community Colleges,

Comparative Analysis, *Enrollment Trends, In

State Students, School Holding Power, State Surveys,

State Universities, Two Year Colleges,

*Two Year College Students, Undergraduate Students

Identifiers—*Mississippi

This report compares the 1980-81 freshman and sophomore enrollments at Mississippi Gulf Coast Junior College (MGCJC) with the 1979-80 lower-division enrollments at Mississippi's eight state universities and with the fall 1980 enrollments at the state's 15 other junior colleges. In the report six comparisons are made. First, MGCJC is compared with the state universities in terms of: (1) fall and spring enrollments of freshmen; (2) fall and spring enrollments of sophomores; (3) fall and spring lower-division enrollment totals; and (4) state resident students as a percent of total student population. Next, fall 1980 enrollments at all junior colleges in the state are compared to each other and to the lower-division enrollments of the state universities. Finally, the report examines overall undergraduate enrollments at the state universities. Findings dis-

cussed in this report include: MGCJC enrolled more freshmen than any state university; MGCJC freshman losses from fall to spring were 10%, compared to a 23% average loss for the state universities; and MGCJC sophomores increased 14% from fall to spring, while the state universities lost an average 11% of sophomore enrollment. The report also reveals that 94% of all junior college and 97% of MGCJC students were classified as state residents, compared to 83% of the total state university enrollments and that 64% of the state's lower-division students attended a junior college. (KL)

ED 207 646 JC 810 567

MisSIS—First Year Graduate Analysis Report,

S08-3-B and Non-Returning Student Analysis

Report, S08-1-B.

Mississippi Gulf Coast Junior Coll., Perkinston.

Report No.—MGCJC-80-81-12

Pub Date—30 Mar 81

Note—14p.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Graduates, College Transfer

Students, *Dropouts, Education Work Relationship,

Employment, Followup Studies, Graduate

Surveys, *Institutional Evaluation, *Participant

Satisfaction, State Surveys, *Two Year College

Students, Vocational Education, Vocational Followup

Identifiers—*Mississippi

In spring 1980, follow-ups were conducted of students who graduated from Mississippi Gulf Coast Junior College (MGCJC) during the spring 1979 term and students who did not return to MGCJC but who did not graduate. These studies were conducted in conjunction with all state junior colleges. During spring 1979, 838 students graduated from the four campuses of MGCJC; 304 of these students participated in the survey. Of the 1,923 students who left the college but did not graduate, 421 students participated. The survey instrument asked students to indicate: (1) primary objective in attending MGCJC; (2) current educational status; (3) current employment status; (4) ratings of major in terms of quality of instruction, grading and testing, instructor interest, content of courses, instructional media, and class size; (5) ratings of support services; (6) problems in transferring to another college; (7) credit hours not accepted; (8) current status and classification at transfer institution; (9) rating of MGCJC preparation for transfer; (10) relatedness of job to major; (11) salary; (12) usefulness of MGCJC training for employment; (13) employment background; (14) job market information; (15) reasons job did not relate to employment; (16) benefit of courses to career plans; (17) interest in other courses; and (18) demographic information. The study report details findings by graduates and non-graduates and provides comparisons with statewide figures where applicable. (KL)

ED 207 647 JC 810 568

Butler, Dennis G.

Coast Community Colleges Community Telephone

Survey, 1980, Report Number 4, Tuning in on

Channel 50: A Demographic Comparison of

KOCE Watchers and Non-Watchers.

Coast Community Coll. District, Costa Mesa, Calif.

Pub Date—Apr 81

Note—23p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adults, Age, Community Colleges,

*Community Surveys, Correlation, Educational

Attainment, Multicampus Districts, Place of

Residence, *Public Television, Television Surveys,

*Television Viewing

The telephone survey conducted by the Coast Community College District in 1980 provided considerable information about the community's awareness and viewing of the District's public broadcasting system (PBS) television station, KOCE. A comparison of responses about KOCE viewing and respondents' demographic characteristics revealed that level of formal education was an important factor in KOCE viewing. Respondents who had completed some college-level work were more likely to be aware of KOCE, to watch it, and to watch another PBS station, KCET. Type of residence also proved to be factor, with apartment dwellers much less likely to be aware of or watch KOCE than house or mobile home dwellers. People living in condominiums were highly aware of KOCE, but the least likely group to watch it. Age

was also related to KOCE recognition and viewing patterns; those under 30 were less likely to be aware of the station and those under 40 were less likely to watch it. Newcomers to Orange County were less likely to be aware of or watch KOCE than long-time residents. Two additional characteristics which were important were student experience at the Coast Colleges and time since last formal schooling. Gender, ethnicity, income level, size of household, and the geographic area of residence were not found to be related to KOCE viewing or recognition. (Author/AYC)

ED 207 648 JC 810 569

Dennis-Rounds, Jan

Student Survey: Exit Spring '80.

Cerritos Community Coll., Norwalk, Calif.

Pub Date—[80]

Note—41p.

Pub Type—Reports - Research (143) —

Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*College Graduates, Community Col-

leges, Comparative Analysis, *Dropouts, *Insti-

tutional Evaluation, *Participant Satisfaction,

Questionnaires, Student Characteristics, Student

Educational Objectives, Two Year Colleges

A survey was conducted by Cerritos College (CC) to: (1) gather demographic and evaluative data about the students who left CC in spring 1980; (2) compare graduates' and non-graduates' evaluations of instructional and student services; (3) evaluate how well CC prepared its students and how highly students valued these areas of preparation; and (4) assess student goal achievement and satisfaction. During the spring semester, 1,295 students were awarded a degree or certificate, and 4,798 students withdrew from all classes. Of these students, 268 graduates and 205 non-graduates completed the survey. The study revealed that 45% of the graduates and 28.9% of the non-graduates attended CC with the intention of transferring to a four-year college. Over 70% of the respondents rated the following areas good or superior: quality of instruction, grading and testing, instructor interest in student, content of courses, and library services. Over 75% of the students felt the college had prepared them well or very well in the following areas: job knowledge and skills, getting along with people, self-understanding, knowledge about careers, and communication skills. These areas were all felt to be valuable or very valuable to over 75% of the students. The study report details methodology and findings and indicates areas where responses of graduates and non-graduates are significantly different. The questionnaire is included. (AYC)

ED 207 649 JC 810 572

Grade, John Friedlander, Jack

Adult Basic Education in Community Colleges.

Junior College Resource Review.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

Spons Agency—National Inst. of Education (ED),

Washington, D.C.

Pub Date—Aug 81

Contract—400-78-0038

Note—6p.

Pub Type—Information Analyses - ERIC Informa-

tion Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Basic Education, Adult Liter-

acy, Adult Students, College Instruction, College

Role, *Community Colleges, Educational Re-

sponsibility, Federal Aid, Financial Support, Illit-

eracy, *Literacy Education, Secondary

Education, State Aid, Student Characteristics,

Teacher Characteristics, Two Year Colleges

Statistics and studies are reviewed to provide an

overview of adult basic education (ABE) programs

in community colleges. The review begins by pre-

senting statistics on the magnitude of the adult liter-

acy problem in the United States, citing information

such as: over 57 million adults in America not en-

rolled in high school have less than a high school

education; almost 23 million Americans between

the ages of 18 and 65 do not have skills adequate

to perform basic tasks such as addressing a letter; and

there is an incredible gap between the number of

persons who need literacy programs and those who

were actually receiving it. Next, efforts to reduce

adult illiteracy are summarized, at the national and

state levels. The paper then traces the growing in-

volvement of community colleges in ABE, citing

reasons community colleges want responsibility for

ABE and following the transfer of control over ABE

functions from the secondary schools to the community colleges. The next two sections focus on the characteristics of ABE students and instructors. After a section on the levels of instruction and other factors affecting the effectiveness of ABE classes, the paper reviews funding considerations, such as costs, federal and state support, and special grant programs. The final section assesses the role of ABE within the context of the community college mission. A bibliography follows the resource review. (AYC)

ED 207 650

JC 810 573

Mehallis, Mantha, Ed.

Improving Decision Making.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Report No.—ISBN-87589-813-0; USPS-121-710

Pub Date—Sep 81

Contract—400-78-0038

Note—124p.

Available from—Jossey-Bass Inc., Publishers, 433 California Street, San Francisco, CA 94104 (\$6.95, Order No. CC35).

Journal Cit—New Directions for Community Colleges; v9 n3 Sep 1981

Pub Type—Collected Works - General (020) — Opinion Papers (120) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Budgeting, College Planning, *Community Colleges, *Decision Making, Educational Finance, *Educational Planning, Information Needs, *Institutional Research, Master Plans, Public Policy, Research Needs, *Research Utilization, Statewide Planning, Student Characteristics, Two Year Colleges, Two Year College Students

This collection of essays focuses on the importance of accurate and timely information for effective decision making. First, Ivan Lach considers the proliferation of statewide planning and policy formation and discusses problems with and ways to improve statewide research. Next, Cheryl Opacinski focuses on decision making for federal postsecondary policy, discussing strategies for influencing the policy-making process by improving the use of community college research. After tracing trends in two-year college research, William Ramsey presents plans for action to involve research as a tool in the development of a master plan. Joseph Rossmeyer places his discussion of information resource management in the context of the growing importance of computers, the role of information as a primary institutional asset, and a hierarchy of information needs. M. Kathryn Baratta examines the use of student data in planning and for better management. The utilization of student information systems is further discussed by Toni Hall and Jim Reed, who recommend a planned approach to student follow-up, strategies for organizing research and promoting data utilization, and ways that decision makers should use student information. Mike Stevenson and Dan Walleri present nine guidelines for financial decision making in a period of retrenchment. Mantha Mehallis deals with the improvement of decision making through institutional research. Finally, Donna Dzierlenga cites relevant ERIC documents. (AYC)

ED 207 651

JC 810 574

Evans, Bob

An APPLE a Day Will Keep the Text Away! or Using Microcomputers in Elementary Algebra.

Cuyamaca Coll., El Cajon, Calif.

Pub Date—[81]

Note—10p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Algebra, Community Colleges, *Computer Assisted Instruction, *Computer Assisted Testing, *Mathematics Instruction, *Programmed Tutoring, Two Year Colleges

Three applications of microcomputers in Elementary Algebra instruction are described. The paper first discusses a program developed to help students explore the basic algebraic concept of linearity. Text and illustrations show how students can use the computer to visualize the conceptual relationship of slope and intercept, until they can accurately predict a graph given an equation. Alternative options for students who have difficulty formulating questions or experimenting are mentioned. Next, the paper considers the value of computer-generated

quizzes in mastery courses where students are retested until they meet a prescribed criterion. The paper explains that computer programs, made up of a control and response evaluation program and a library of subroutines, can generate an infinite number of similar quizzes. Finally, the use of computer-directed video tutorials is considered. After noting that the possibility of computer tutorials is affected by the time involved in developing dynamic and instructive displays, the paper argues for combining the image and sound capabilities of video with the response processing and control capabilities of the computer. Finally, the paper briefly explains how the student can use an APPLE computer in conjunction with a video cassette recorder. (AYC)

ED 207 652

JC 810 577

Davies, Alton L.

Trustee Liability and Legal Responsibility.

Pub Date—24 Sep 81

Note—11p.; Paper presented at the Annual Convention of the Association of Community College Trustees (12th, Boston, MA, September 22-26, 1981).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Administration, College Presidents, Community Colleges, *Court Litigation, *Legal Problems, *Legal Responsibility, Policy Formation, *School Policy, *Trustees, Two Year Colleges

Identifiers—*Kansas City Kansas Community College

Litigation over actions and policies in higher education is becoming increasingly common, and college trustees can expect to be touched by it, as they are legally and ultimately responsible for what transpires on campus. Trustees must work as a team with college presidents in the development of institutional policies, as they will share the same vulnerability to legal action. To lessen this vulnerability and to increase chances of success, several strategies can be followed. First, an attorney who is current in state and federal statutes affecting education should be hired to advise in operational and hiring policies. Second, the board of trustees must provide complete support to the president in carrying out institutional policies. Third, thorough and ongoing documentation should be maintained for all actions that might lead to a suit, in areas such as interviewing and hiring practices, employer/employee grievance actions, performance evaluations, student complaints, and terminations and dismissals. Finally, policies should be written, policy implementation should be consistent, and precedents should be relied upon whenever possible. A review of some of the legal actions in which the Board of Trustees of Kansas City Community College has been involved demonstrates the importance of documentation and warns of the time-consuming and costly nature of suits. (The paper provides descriptions of the causes and outcomes of several suits.) (KL)

ED 207 653

JC 810 579

Planning Resource.

Hawaii Univ., Honolulu. Office of the State Director for Vocational Education.

Pub Date—Aug 81

Note—79p.; Parts may not reproduce clearly.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Budgeting, Community Colleges, *Educational Planning, Education Work Relationship, *Employment Projections, *Enrollment Projections, Ethnic Groups, Federal Aid, Females, Inservice Teacher Education, Males, *Population Trends, Program Development, Secondary Education, State Aid, *Statewide Planning, Two Year Colleges, *Vocational Education

Identifiers—*Hawaii

This resource guide provides educational agencies involved in vocational education in Hawaii with timely and relevant information for program planning and the establishment of priorities. After prefatory material, Section II looks at conceptual and procedural considerations in planning, focusing on twelve generic steps in planning and describing planning and decision-making strategies, such as the Delphi and Delbecq Techniques. This section concludes with a selected bibliography on planning. Section III offers occupational projections for Hawaii, relating employment opportunities to vocational education programs. Section IV provides a table illustrating population factors, such as age and sex distribution, persons with special educational

needs, immigration projections, income, and employment. Additional tables are provided in Section V covering enrollment projections for secondary and postsecondary vocational education programs. After Section VI presents a map of Hawaii, Section VII lists program offerings by high school and community college. Section VIII summarizes and explains federal and state funding budgets for 1980-81 and 1981-82 for vocational education. Section IX discusses enrollment status by sex, while Section X presents graphs and tables covering sex and ethnic distributions at selected colleges and schools. Finally, Section XI lists in-service activities sponsored by the Department of Education, community colleges, and the University of Hawaii's College of Education. (AYC)

ED 207 654

JC 810 581

Koltai, Leslie

The State of the District, 1981.

Los Angeles Community Coll. District, Calif.

Pub Date—14 Oct 81

Note—20p.

Pub Type—Reports - Descriptive (141) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Standards, College Administration, College Programs, College Transfer Students, *Community Colleges, *Educational Quality, *Multicampus Districts, Professional Development, Program Descriptions, Technical Education, *Transfer Programs, Two Year Colleges

Identifiers—*Los Angeles Community Colleges CA

In this address, the Chancellor of the Los Angeles Community College District considers the major issues and challenges facing the District and its faculty, staff, and students. The Chancellor first identifies educational quality, especially within transfer programs, as a major challenge facing the colleges. He cites research findings revealing declining numbers of transfer students and the poor success rate of community college students whose objective is transfer. He advocates the implementation of academic standards for competencies and progress and reports on plans for revitalizing advisement procedures for transfer-oriented students. After recommending the establishment of a Commission on Transfer Education and outlining its possible focus, the Chancellor briefly reviews the new programs implemented at the District to strengthen the educational system. Next, professional development activities conducted and planned within the District are reviewed. The results of a study of the District's high technology programs are summarized prior to a discussion of the Health Occupations Study currently being conducted by District staff. After covering administrative considerations, such as revenue and community college auxiliary organizations, the Chancellor reviews progress in employee relations and briefly discusses a computer conversion project in fiscal operations. The address concludes with comments on increasing state influence and educational malpractice suits. (KL)

ED 207 655

JC 810 583

Krzyston, Gregory L.

P.O.P./E.Y.E. (Point Ownership Program/Earn Your Environment: A Program for the Effective and Humanistic Management of Residence Facility Damage).

State Univ. of New York, Delhi. Agricultural and Technical Coll.

Pub Date—[81]

Note—8p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Antisocial Behavior, College Housing, *Dormitories, *Incentives, On Campus Students, Prosocial Behavior, *Sanctions, *School Vandalism, Technical Institutes, Two Year Colleges

Institutional responses to vandalism and anonymous damage seldom deal with the apparent lack of respect for people and property and the failure to accept responsibility for one's environment which are at the root of the problem. The Point Ownership Program/Earn Your Environment (POP/EYE) effort at the State University of New York at Delhi attempts to control vandalism and anonymous damage by requiring students to earn the privilege of living in residence facilities. POP/EYE uses a point system which gives high priority for a return to residence halls to students with low point totals. Each resident student begins with zero points. Points are assigned to student groups for anonymous damage

done in their residence hall. Points are not assigned for assessable damage, which is billed to the individuals responsible. This method encourages students to accept responsibility for themselves and generates positive peer pressure to be a "good citizen of the community." The program also allows students to earn the right to live in the halls by receiving point credits for significant contributions to the quality of life on campus or in the residence hall. Such contributions include completion of a long-term project which improves residence hall appearance, participation in governance, or implementation of a nonalcoholic program. POP/EYE seems to be working, as Delhi has seen a decrease in facilities damage and in the workload of campus maintenance. (KL)

ED 207 656 JC 810 584

Cramer, Ray Liberty, Susan
A Plan for Improving Instruction and Services for Developmental Skills Students at Fresno City College.
Fresno City Coll., Calif.
Pub Date—30 Apr 81
Note—72p.

Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Community Colleges, *Curriculum Development, *Developmental Studies Programs, Financial Support, *High Risk Students, Program Development, *Remedial Instruction, Remedial Programs, Student Evaluation, Student Placement, Teaching Methods, Two Year Colleges, Two Year College Students
Prepared by the Developmental Skills Committee at Fresno City College (FCC), this report proposes a program of skills instruction and services for underprepared students. Following a historical background, the report defines the underprepared student and outlines the assumptions about budget, course sequencing, and responsibility for curriculum development which underlie the recommendations. The report continues with recommendations for methodology, which stress the need for both lecture and laboratory experiences, mastery learning, and clear course objectives. Descriptions are then provided of specific courses in English and mathematics and guidance and readiness work in major fields (i.e., science, health, business, social science, technology, and humanities). Next, the report presents recommendations for assessment, placement, and the determination of course prerequisites. A required counseling component and a probation policy for students whose progress is unsatisfactory are outlined in the next section of the report, which is followed by recommendations for awarding credit for developmental work. After providing job descriptions for necessary staff, the report concludes with recommendations for implementing the program, which suggest funding sources. The appendices describe current probation policies at FCC, profile the underprepared student, and describe services currently offered by FCC for high-risk students. (KL)

ED 207 657 JC 810 589

Lucas, John A.
Study of Students Who Withdrew from Courses during the Fall of 1980. Volume 10, Number 12.
William Rainey Harper Coll., Palatine, Ill.
Pub Date—1 Feb 80
Note—17p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Persistence, Community Colleges, Dropout Research, *Dropouts, Questionnaires, School Holding Power, School Registration, *Student Attrition, Two Year Colleges, *Two Year College Students, *Withdrawal (Education)

As part of a continuing program of monitoring the number of student withdrawals and tuition refunds at William Rainey Harper College, students dropping courses during fall 1980 were surveyed to determine their characteristics and reasons for withdrawal. Students who simply stopped attending courses were not included in the study. The survey instrument asked students their age, sex, withdrawal status, use of counseling services, principal reason for withdrawal, and method of registration. Responses were obtained from 42% of the 1,831 students who officially withdrew. Findings of the study included the following: (1) 49% of the students were eligible for tuition refunds; (2) 70% of the respondents withdrew from only one course, 8% dropped

more than one course but remained enrolled at Harper, and 22% withdrew from Harper entirely; (3) younger students and those registering by telephone were more apt to withdraw than older students or those registering in person; (4) while males and females had comparable withdrawal rates, females were more likely to withdraw completely from the college; (5) 22% of the respondents indicated that they withdrew from the course because it was offered at an inconvenient time, while 19% reported withdrawing because course objectives were not relevant to their needs. The study report details methodology and findings and is appended by the survey instrument. (Author/KL)

ED 207 658 JC 810 590

Lucas, John A.
Survey of Telephone Registrants Fall 1979.

Volume 10, Number 13.
William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.

Pub Date—15 Feb 80
Note—20p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Colleges, Educational Counseling, *School Registration, School Surveys, *Student Attitudes, Student Educational Objectives, Telephone Communications Systems, Two Year Colleges, *Two Year College Students Identifiers—*Telephone Registration

An evaluation of telephone registration was conducted in September 1979 by William Rainey Harper College (WRHC) to determine registrants' satisfaction with the process and to identify difficulties they had in reaching the terminal operator. A questionnaire was mailed to 363 students randomly selected from those who had registered by telephone for fall 1979; 77% responded. The survey revealed: (1) difficulties in reaching the terminal operator were more pronounced during the first days of registration, e.g., on the first day, 14% of the respondents reached the operator on their first dial, while on the third and fourth days, 36% were successful on the first dial; (2) 89% of the respondents were able to register for all the courses they wanted, and 79% were able to register for courses at the times they wanted; (3) only 22.6% indicated that talking to an academic advisor before telephone registration would have helped; (4) 60% of the respondents cited "continuing an education program" as their reason for enrollment, while 18.3% cited "personal growth"; 17.6% cited "interest in specific courses or programs"; 17.2% cited "encouragement by employer"; and 11.1% cited "preparation for a career change"; (5) 68% said the course they enrolled in was exactly what they expected; (6) 66% retained the same schedule they registered for; (7) 89% had no interest in carpooling; and (8) 59% paid their fees in person. The study report is composed largely of data tables and includes the questionnaire. (KL)

ED 207 659 JC 810 591

Gebart, Henriette D. Lucas, John A.
Follow-Up Study of Dietetic Technician Graduates, 1975-1979. Volume 10, Number 14.

William Rainey Harper Coll., Palatine, Ill.
Pub Date—30 Mar 80
Note—33p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Allied Health Occupations, *Allied Health Occupations Education, *College Graduates, *Dietetics, *Education Work Relationship, Employment Patterns, Followup Studies, Graduate Surveys, Job Placement, *Job Skills, Paraprofessional Personnel, *Participant Satisfaction, Salaries, Two Year College Students, Vocational Followup

A follow-up study of graduates of William Rainey Harper College's (WRHC's) Dietetic Technician program was conducted during Fall 1979 to evaluate and to obtain externally required information about the program. A questionnaire was mailed to all 47 students who graduated from the program between 1975 and 1979 requesting information on employment status, continuing education since leaving WRHC, length of current employment, salary, difficulty in and method of finding a job, relatedness of employment to major, job duties performed and how well prepared the student felt in each duty, job satisfaction, and professional association involvement. Selected findings, based on an

83% response rate, include the following: (1) 75% of the graduates were employed, 60% in full-time positions; (2) 21% indicated they had had some difficulty in obtaining employment; (3) average salary for these graduates (\$10,500) was lower than the average salary (\$11,700) for all WRHC career graduates; (4) 80% of the respondents were well satisfied with their jobs; (5) graduates reported being well prepared for almost all of the tasks required by their job; and (6) the program was felt to be very relevant to their jobs. The study report details methodology and findings and includes data tables and the survey instrument. (Author/KL)

ED 207 660 JC 810 592

Hildebrandt, Sharrie Lucas, John A.
Follow-Up of Students Who Majored and Are Majoring in Legal Technology. Volume 10, Number 15.

William Rainey Harper Coll., Palatine, Ill.
Pub Date—1 Jul 80
Note—88p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*College Graduates, College Libraries, Educational Background, *Education Work Relationship, Employment, Employment Patterns, Followup Studies, Grade Point Average, Graduate Surveys, Job Search Methods, *Legal Assistants, *Occupational Information, Participant Satisfaction, Questionnaires, Student Characteristics, *Two Year College Students, Use Studies, Vocational Aptitude, Vocational Followup

In fall 1979, a study was conducted at William Rainey Harper College (WRHC) to determine the characteristics, attitudes, and activities of former and present students in the Legal Technology Program. All students enrolled in a selected Legal Technology course between fall 1974 and fall 1979 were included in the survey. The questionnaire solicited information on current educational status, educational and employment background, use of the Learning Resource Center (LRC), evaluation of the LRC's legal technology collection, employment status, suggestions for courses, need for placement assistance, job responsibilities, job search method, income, work location, transfer of credit, grade point average (GPA), and use and evaluation of counseling services. In addition, relationships were studied between aptitude (as measured by the Watson Glaser Test), performance (as measured by GPA), and outcomes (as measured by degree attainment, employment in a related field, and salary). Selected findings, based on a 68% response rate, include the following: (1) first-job responsibilities changed toward real estate, litigation, and corporate law and away from probate, personal injury or tort law, and criminal law; (2) graduates were more involved in legal research and records than in documents, secretarial duties, and organizing tasks; and (3) about 40% of the former students achieved a degree and, of these, more than half found legal-related employment. The questionnaires are appended. (AYC)

ED 207 661 JC 810 593

Lucas, John A.
Survey of High School Seniors and Their Parents in Harper's District. Volume 11, Number 1.

William Rainey Harper Coll., Palatine, Ill.
Pub Date—29 Aug 80
Note—26p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Bound Students, *College Choice, *Enrollment Influences, *High School Seniors, Parent Aspiration, *Parent Attitudes, Parents, Questionnaires, *Student Attitudes, *Student Educational Objectives Identifiers—*College Image

In October 1979, William Rainey Harper College (WRHC) conducted a survey of 300 high school seniors and 300 parents of high school seniors to determine: (1) the students' and parents' image of WRHC; (2) the students' post-graduation plans; (3) under what circumstances a student would change his/her mind and attend WRHC; (4) under what circumstances a parent would try to change his/her child's mind about not attending WRHC; and (5) under what circumstances the parent would attend WRHC. Responses were obtained from 81.7% of the students (N=245) and 87.7% of the parents (N=263). The study revealed that most of the par-

ents (95.8%) and all of the students had heard of Harper and that the majority had good images of the school. Of the parents, 23.1% expected that their child would attend WRHC; however, only 14.3% of the students planned to attend. Over half (53.7%) anticipated attending a college other than Harper, while another 7.8% were undecided. Diverse circumstances were listed which would change students' minds toward attending Harper; however, 16.7% of the parents and 18.2% of the students felt the students would attend if Harper offered the desired program. While 22.9% of the parents indicated that they would attend Harper under no circumstances, 29.4% indicated they would attend if specific courses were offered. The study report details methodology and findings and includes the questionnaires. (AYC)

ED 207 662

JC 810 596

Lucas, John A.

Survey of Students Who Stopped Attending a Course, Fall 1979. Volume 11, Number 5. William Rainey Harper Coll., Palatine, Ill.

Pub Date—1 Nov 80

Note—25p.

Pub Type—Reports - Research (143) —

Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Persistence, *Attendance Patterns, Community Colleges, Counseling Services, Dropout Research, *Dropouts, Employment, Extracurricular Activities, Majors (Students), Student Characteristics, Student Teacher Relationship, Two Year Colleges, *Two Year College Students, *Withdrawal (Education)

A study was conducted at William Rainey Harper College (WRHC) to determine why students stopped attending classes during fall 1979 without officially withdrawing. From a group of students who were reported to be not attending classes at midterm, 400 students were selected for the survey. The questionnaire solicited information about why students stopped attending and why they didn't officially withdraw, student interaction with faculty and counselors, student major, reenrollment plans, employment during enrollment, involvement in student activities, and time spent informally on campus. Selected findings, based on a 71.5% response rate, indicate that approximately 1,500 students are declared to be in nonattendance at midterm each semester. The major explanations why students stopped attending classes centered around job pressures, personal reasons, irrelevancy of course objectives, ineffective instructors, heavy course load, and inconvenient class times. When asked why they had not withdrawn officially, 34.3% said they actually did withdraw from the course and 21% indicated that they weren't aware of the procedure or did not think it necessary to withdraw. Of the respondents, 82% had not talked with a counselor and 71% had never spoken with their instructor outside of class. The study report details methodology and findings, comparing the survey responses of students who withdrew with those of students who stopped attending. Data on student characteristics, the questionnaire, and student comments are included. (AYC)

ED 207 663

JC 810 598

Lucas, John A.

Follow-Up Study of 1979 Harper Transfer Alumni. Volume 11, Number 9.

William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.

Pub Date—15 Apr 81

Note—102p.

Pub Type—Reports - Research (143) —

Tests/Questionnaires (160)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Academic Achievement, *College Transfer Students, Community Colleges, Follow-up Studies, Graduate Surveys, Institutional Evaluation, *Participant Satisfaction, Post-secondary Education, *Student Attitudes, *Student Characteristics

To evaluate the preparation provided by William Rainey Harper College (WRHC) to students planning to transfer to a baccalaureate program, a follow-up study of transfer-oriented students was conducted in 1980. All 429 transfer-oriented students who accumulated 48 or more semester hours during the 1978-79 academic year were surveyed, and data were gathered from senior institutions since May 1978. Responses from the 1978-79 alumni were also compared to those of previous years' alumni. The results of the study, based on a

75.5% response rate, included the following: (1) 35% of the respondents remained at WRHC for a third year; (2) 1979 alumni needed to travel further and to seek more assistance in finding jobs than earlier alumni, but had higher average salaries; (3) 77% of the respondents were enrolled at other colleges in March 1980; (4) the alumni successfully transferred 91% of their WRHC credits; (5) WRHC transfers performed slightly better than other community college transfers and as well as four-year college transfers and native students, except at the University of Illinois, Champaign; (6) areas rated highest at WRHC by 1979 alumni were teaching, course selection, tutoring/study skills, and the Learning Resource Center; (7) areas rated lowest were intramurals, learning atmosphere, student activities and athletics; and (8) General Business and Speech courses were rated as most beneficial. Data tables compose the bulk of the report, and the questionnaire is appended. (KL)

ED 207 664

JC 810 600

Bohrer, Bruce Lucas, John A.

Study of Admission Requirements at a Select Group of Community Colleges in the United States. Volume 11, Number 11.

William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.

Pub Date—1 May 81

Note—40p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Admission Criteria, *College Admission, *Community Colleges, Foreign Students, Scores, Surveys, Two Year Colleges

As part of a self-evaluation of admissions policies, William Rainey Harper College (WRHC) surveyed the general and specific admissions requirements of 18 comparable community colleges. The survey instrument requested information on general admissions requirements for full- and part-time students; additional requirements for specialized programs; requirements for international students and those without high school diplomas; penalties for failure to submit required credentials; and the use of credentials for advisement, placement, and admissions decisions. Findings of the survey, based on responses from 15 colleges, include the following: (1) only a minimal number of credentials were required for admission to full-time status—13 schools required a completed application form and 11 schools required high school and college transcripts, but less than half of the colleges had an application fee, required American College Testing or reading test scores, or had health requirements; (2) schools had even fewer requirements for part-time students; (3) nine colleges had specialized requirements for their nursing programs; (4) 12 colleges accepted foreign students on a visa and all of these schools required minimum English-language test scores; (5) no schools required high school graduation, but 33% required either a General Education Diploma or the equivalent. The study report details methodology and findings and provides data tables and the questionnaire. (KL)

ED 207 665

JC 810 601

Johnson, Thomas A. Lucas, John A.

Follow-Up Study of Students Majoring in Banking, Finance and Credit, 1976-1981. Volume 11, Number 12.

William Rainey Harper Coll., Palatine, Ill.

Pub Date—30 Apr 81

Note—19p.

Pub Type—Reports - Research (143) —

Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Business Education, Community Colleges, Course Evaluation, *Education Work Relationship, Employment Patterns, *Finance Surveys, Participant Satisfaction, Questionnaires, Salaries, Two Year Colleges, *Two Year College Students, Vocational Education, Vocational Follow-up

In 1980, a follow-up study was conducted of students in the Banking, Finance, and Credit curriculum (BFC) at William Rainey Harper College (WRHC). A questionnaire was mailed to all 40 students who had achieved a degree or certificate or had passed five courses in the BFC curriculum since its establishment in fall 1976. The instrument solicited information on employment, educational goals, educational activities after leaving WRHC, relatedness of present job to BFC major, salary, work location, job search method, use of HC courses to

present job, and desired courses. Selected findings, based on an 80% response rate, included the following: (1) 84% of the respondents were employed full-time; (2) 58% held positions of head teller or higher and earned a mean salary of \$15,000; (3) 62% had found employment entirely on their own; (4) 55% had remained in the BFC field; (5) 41% were still enrolled in college, some still at Harper; (6) the basic BFC course was taken by 93% of the students and was rated as very beneficial; (7) the courses that were not rated highly dealt with savings account administration, marketing for financial institutions, commercial lending, and accounting; and (8) the mean salary of the BFC students was \$3,000 higher than the average salary for career program graduates. The study report details methodology and findings, including comparisons of BFC students and other career program graduates. The questionnaire is appended. (Author/KL)

ED 207 666

JC 810 602

Lucas, John A.

Student Characteristics as Compared to the Community Profile, 1980-1981. Volume 11, Number 13.

William Rainey Harper Coll., Palatine, Ill.

Pub Date—30 Jun 81

Note—37p.

Pub Type—Reports - Research (143) —

Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Age, Attendance Patterns, *Community Characteristics, Community Colleges, Educational Background, Employment, Enrollment Influences, Females, Information Sources, Majors (Students), Males, Questionnaires, *Student Characteristics, Student Educational Objectives, Two Year Colleges, *Two Year College Students

A study was conducted at William Rainey Harper College (WRHC) to establish a profile of fall 1980 students and to compare student data with selected community demographic data. Questionnaires were mailed to 498 credit students and 295 continuing education students, soliciting information on sex, marital status, age, occupation, plans, ethnic background, income, mode of transportation, educational attainment, native language, children's ages, financial status, sources of information about WRHC and its services, influences on college attendance, educational goals, and attendance patterns and plans. Responses were obtained from 89% of the credit students and 81% of the continuing education students. Selected findings include the following: (1) of the responding credit students, 60% were female, 36% were under 21 years old, 66% were enrolled on a part-time basis, and 44% enrolled during the day; (2) of the responding continuing education students, 63% were female, 5.8% were under 21 years old, 95% enrolled on a part-time basis, and 69% enrolled during the evening; (3) 95.5% of the credit students and 87.5% of the continuing education students enrolled at the main campus rather than at off-campus locations; and (4) 61% of the credit students and 81% of the continuing education students were employed full-time. The study report details methodology and findings, comparing fall 1980 results with figures from fall 1978 and 1979 surveys where possible. The questionnaire is appended. (AYC)

ED 207 667

JC 810 603

Lucas, John A.

Follow-Up of Students Who Stopped Out, 1974-1978. Volume 11, Number 14.

William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.

Pub Date—31 Jul 81

Note—80p.

Pub Type—Reports - Research (143) —

Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—College Credits, *College Transfer Students, Community Colleges, *Dropout Characteristics, Dropout Research, Dropouts, Employment, Higher Education, Majors (Students), Salaries, Student Educational Objectives, Two Year Colleges, *Two Year College Students

Identifiers—*Stopouts

Follow-up studies were conducted at William Rainey Harper College (WRHC) to obtain a profile of students who stopped attending WRHC before earning 48 credit hours. Nine studies were conducted between 1974 and 1978, surveying students who, after attending WRHC for at least one semester failed to enroll for the following semester. A

consolidation of the findings of these studies, which had an average response rate of 71.5% reveals: (1) job-related factors and transfer to another institution were the most frequently cited reasons for not returning to HC, with leaving WRHC to transfer to another school showing the most growth over the study period; (2) 55% of those who transferred were able to successfully transfer all of their HC credits; (3) 90% of the respondents had been employed while attending HC, with 48% employed full-time; (4) 61% of the respondents reported a definite major field, while 11% described themselves as still searching; and (5) a third of the respondents eventually returned to WRHC, but over 70% of these "stop-outs" earned less than 12 credit hours after returning. The study report provides tables detailing results in terms of educational objectives, student majors, satisfaction with goals, WRHC's educational value, major reason for not returning, employment information, transfer education information, rating of WRHC courses and instruction, change in goals, use of counseling services and faculty advisement, student employment, and extracurricular activities. Survey instruments are appended. (KL)

PS

ED 207 668

PS 011 926

Oden, Sherri

Peer Relationship Development in Childhood.
ERIC Clearinghouse on Elementary and Early
Childhood Education, Urbana, Ill.
Spons Agency—National Inst. of Education (ED),
Washington, D.C.

Pub Date—81

Grant—400-78-0008

Note—55p.; To be published as a chapter in "Current Topics in Early Childhood Education,"
Volume IV, 1982, Lilian G. Katz, Editor.

Available from—Ablex Publishing Corporation,
355 Chestnut Street, Norwood, NJ 07648 (Contact
publisher for price).

Pub Type—Information Analyses - ERIC Information
Analysis Products (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Age Differences, *Child Development,
Children, Curriculum Development,
Friendship, Interaction, Interpersonal Competence,
Literature Reviews, *Parent Role, Peer Groups,
*Peer Relationship, Psychoeducational Methods,
Racial Differences, Research Needs, Sex Differences,
Social Cognition, *Social Development, Social Isolation,
*Socialization, State of the Art Reviews, *Teacher Role

The main perspective taken in this paper is that peer relationships in childhood provide more than incidental social experiences and constitute social contexts beyond those in the family. In the context of peer relationships, children's development continues to progress as children expand their experiences and increase their knowledge. Three major directions in the research are examined: the first section of this chapter provides a review of the major theoretical perspectives and empirical research on children's peer relationships in child development. In the second section, the findings of this research are related to questions that educators and parents may ask as they observe peer interaction in the classroom, home, or neighborhood. Throughout these two sections the implications for children's social experience in the school and at home are discussed and future research directions are proposed. In the last section, the role of adults in the development of children's peer relationships is reviewed according to available evidence, and methods for supporting and instructing children in peer relationship development are discussed. Various types of curriculum activity are then examined for their potential influence on peer relationships, especially those relationships between children of different ages, races, sexes, and abilities. (Author/DB)

ED 207 669

PS 011 958

Newberger, Eli H. Newberger, Carolyn Moore
Prevention of Child Abuse: Theory, Myth, Practice.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.
Pub Date—Apr 81

Grant—NIMH-1-T01-MH15517-01A2-CD

Note—19p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Boston, MA, April 2-5, 1981).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Behavior Theories, *Child Abuse, Child Advocacy, Child Welfare, *Ecology, Family Problems, *Intervention, *Prevention, Risk, *Systems Approach, Theories, Violence
Identifiers—Social Policy

Child abuse is discussed in terms of theory which when realized may lead to more effective primary and secondary prevention efforts. Theoretical explanations of child abuse are classified as either unitary or interactive. Unitary theories (psychological, sociological, and legal views of behavior) are considered deficient; none is capable of explaining individuals or families who theoretically ought to be child abusers but are not. Each unitary theory's specific inadequacies are mentioned. Interactive theories explain child abuse as a symptom of disturbance in a complex ecosystem with interacting variables and account for those individuals who do not abuse children despite the presence in their lives of factors normally associated with child abuse. The interactive context leads to suggestions regarding prevention. Three myths of child abuse prevention are noted: professionals are the key to preventing and curing child abuse; efficient screening prevents child abuse; and prevention of child abuse will require a social revolution. Several prevention measures are mentioned, including changes in social policy regarding child abuse, parent education about child development, mutual support groups, crisis lines, emergency child care services, accessible health care for children, and dissemination of information about child abuse. (DB)

ED 207 670

PS 012 108

Taylor, Robert, Ed.

The Computer in the School: Tutor, Tool, Tutee.

Pub Date—80

Note—274p.

Available from—Teachers College Press, 81 Adams Drive, Totowa, NJ 07512 (Paper, \$14.95).

Pub Type—Collected Works - General (020) —
Opinion Papers (120)

Document Not Available from EDRS.

Descriptors—*Cognitive Processes, *Computer Assisted Instruction, *Computer Graphics, Computer Managed Instruction, *Computer Oriented Programs, Computers, *Curriculum Design, Educational Media, Educational Technology, Elementary Secondary Education, Futures (of Society), Individualized Instruction, Mathematics, Postsecondary Education, *Programming, Science Instruction, Teacher Role
Identifiers—*Computer Uses in Education, Tutor Role

Nineteen essays by five pioneers in the field of computers in education are presented in this volume. The essays provide a foundation for understanding the basic issues involved in using computers in schools, the teacher's role in helping the student make full use of computing, and the general limitations of computer use. A framework is presented for considering computers in education which identifies three functions of a computer: as a tutor, as a tool, or as a student (tutee). A computer's tutor function requires expert programming so that flexible computer-assisted instruction can be provided to students. A computer's tool function requires only that some useful capability (such as statistical analysis) be programmed into the computer. In the student or tutee function of a computer, a human tutor teaches the computer, thereby enhancing human learning and reducing software costs. Other topics of discussion include interactive learning, heuristic strategies, pre- and post-college computer education, teaching children to think, mathematics education, the future of computers in education, and teachers and computer-assisted instruction. (Author/DB)

ED 207 671

PS 012 261

Furstenberg, Frank F., Jr.

Conjugal Succession and the American Kinship System.

Pub Date—Jun 81

Note—12p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Child Rearing, Divorce, *Family Life, Family Problems, *Family Structure, *Marriage, Parent Role, Research Projects, *Social Change
Identifiers—Kinship Role, *Parenting, *Remarriage

Although not the preferred type of family formation, conjugal succession is now an accepted, if not

expected, alternative to continuous marriage in the United States. This new trend appears to be related to a shift in the meaning of matrimony. Previously, marriage was part of a cultural pattern of transitions and as such was closely tied to movement out of the household, transition from virginity, establishment of a new household, and entrance to parenthood. Marriage has now become more voluntary, flexible, and conditional—in short, tailored to fit a less uniform and predictable life course. Evidence indicates that successful second marriages have most of the same features as successful first marriages. But if the pattern of conjugal succession has not altered marriage expectations, it certainly has changed the structure of marriage for most remarried couples. A new family form has emerged which has been called the binuclear, blended, or reconstituted family. While very little is known about how formerly married and currently married partners share the responsibility of raising children, it seems plausible that remarried couples must invent a code of etiquette for conducting relationships with others to whom they have no legal or biological ties. (In conclusion, findings of a few rare studies focusing on aspects of parenting, social relationships, and child rearing in the context of the binuclear family are summarily reported, and a current national longitudinal survey of the impact of marital disruption on children and families is briefly discussed. (Author/RH)

ED 207 672

PS 012 316

Wade, Michael G. Davis, Walter E.

Motor Skill Development in Young Children:

Current Views on Assessment and Programming.
ERIC Clearinghouse on Elementary and Early
Childhood Education, Urbana, Ill.

Spons Agency—National Inst. of Child Health and
Human Development (NIH), Bethesda, Md.;
National Inst. of Education (ED), Washington, D.C.
Pub Date—81

Grant—400-78-0008; NICHD-HD-05951

Note—32p.; To be published as a chapter in "Current Topics in Early Childhood Education,"
Volume IV, 1982, Lilian G. Katz, Editor.

Available from—Ablex Publishing Corporation,
355 Chestnut Street, Norwood, NJ 07648 (Contact
publisher for price).

Pub Type—Opinion Papers (120) — Information
Analyses (070) — Information Analyses - ERIC
Information Analysis Products (071)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Developmental Programs, Early
Childhood Education, *Evaluation Methods, *Motor Development, Movement Education,
*Needs Assessment, Perceptual Motor Learning,
*Psychomotor Skills, Testing, Theories

Identifiers—Reflexes

After a brief overview of theory related to motor skill development in children, an update on approaches to motor development assessment and programming is provided. Descriptive/product, process-oriented/diagnostic, process/descriptive, and reflex testing approaches taken in motor ability assessment are reviewed, and some of the strengths and limitations of each approach are discussed. In the descriptive or product-oriented approach a group of motor tasks is selected, and each child's performance is compared with the average performance of children in his or her age group. The process-oriented or diagnostic approach consists of evaluating tasks which are indicative, in theory, of an underlying process of motor performance. In the third approach children's activities are observed, and their performance is judged on the basis of a qualitative analysis of their movement patterns. Reflex testing evaluates children on the bases of the appearance and/or inhibition of certain reflex movements according to age level. In conclusion, three approaches to programming motor activities for the young child—including traditional, movement education, and perceptual approaches—are delineated and contrasted. (Author/RH)

ED 207 673

PS 012 317

Freedman, Paula

A Comparison of Multi-Age and Homogeneous Age Grouping in Early Childhood Centers.

ERIC Clearinghouse on Elementary and Early
Childhood Education, Urbana, Ill.

Spons Agency—National Inst. of Education (ED),
Washington, D.C.

Pub Date—81

Grant—400-78-0008

Note—29p.; To be published as a chapter in "Current Topics in Early Childhood Education,"

142 Document Resumes

Volume IV, 1982, Lilian G. Katz, Editor.
Available from—Ablex Publishing Corporation, 355 Chestnut Street, Norwood, NJ 07648 (Contact publisher for price).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Age Differences, *Age Groups, Classroom Environment, Cross Cultural Studies, *Day Care, Grouping (Instructional Purposes), *Heterogeneous Grouping, *Homogeneous Grouping, Language Acquisition, Literature Reviews, *Outcomes of Education, Peer Groups, Peer Relationship, Position Papers, *Preschool Children, Research Problems, Social Development, Teacher Role

Studies from several countries are described in this review of literature pertinent to assigning day care children to multi-age or homogeneous age groups. Three issues are discussed in this regard: (1) What difference does it make how one groups children? The answer is that a profound difference to children, staff, and parents may occur in terms of social environment, curriculum design, success at school, and other factors. (2) What aspects of the child's development are affected by age grouping? The answer is that multi-age grouping positively influences social, emotional, and some learning outcomes, whereas homogeneous grouping seems to produce mastery of academic skills. Success of particular grouping choices depends on the end desired and on the skills of staff members. (3) How does age grouping affect the achievement of preschool goals? The answer to this question ultimately can be provided only by a center's staff and the families being served. Because research is still being conducted on the effects of grouping children under 6 years of age, the decision to place children in multi-age or homogeneous groups depends on program goals, client characteristics, center resources, and staff training and inclinations. (Author/DB)

ED 207 674 PS 012 320

Silver, Rawley A.

Developing Cognitive Skills Through Art.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—81

Grant—400-78-0008

Note—41p; To be published as a chapter in "Current Topics in Early Childhood Education," Volume IV, 1982, Lilian G. Katz, Editor.

Available from—Ablex Publishing Corporation, 355 Chestnut Street, Norwood, NJ 07648 (Contact publisher for price).

Pub Type—Reports - Research (143) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Cognitive Ability, *Cognitive Measurement, *Creativity, Creativity Tests, Elementary Education, *Elementary School Students, Freehand Drawing, Learning Disabilities, *Nonverbal Tests, *Teaching Methods, Test Construction

Identifiers—Visual Thinking

The recognition that children's cognitive skills are evident in visual as well as verbal conventions has led to the construction of the Silver Test of Cognitive and Creative Skills (STCCS) for the assessment and development of children's cognitive abilities. Research on cognition, the role of language in cognition, and left and right brain hemisphere thinking has led to the following conclusions: (1) even children with inadequate language may be able to construct visual models of reality and represent their experiences nonverbally by drawing images of them; (2) intellectual ability is largely independent of language; (3) language is structured by the development of logical ability; (4) people tend to favor one mode of hemispheric thinking over another; and (5) individuals successful at solving problems tend to use visual thinking as one means of solving problems. Based on findings such as these, the STCCS consists of three main tasks: drawing from imagination, drawing from observation, and predictive drawing. The test is designed to assess children with cognitive or creative strengths who may do poorly on traditional measures of intelligence or achievement. Examples of the use of the STCCS in assessment are provided. Teaching procedures derived from three structures underlying the assessment tasks are described and illustrated. In conclusion,

six studies using the STCCS to assess or to develop children's cognitive skills are summarily discussed. (Author/RH)

ED 207 675

PS 012 321

Katz, Phyllis A.

Development of Children's Racial Awareness and Intergroup Attitudes.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—81

Grant—400-78-0008

Note—55p; To be published as a chapter in "Current Topics in Early Childhood Education," Volume IV, 1982, Lilian G. Katz, Editor.

Available from—Ablex Publishing Corporation, 355 Chestnut Street, Norwood, NJ 07648 (Contact publisher for price).

Pub Type—Information Analyses (070) — Information Analyses - ERIC Information Analysis Products (071) — Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Childhood Attitudes, Child Rearing, *Children, Cognitive Processes, *Developmental Stages, Early Childhood Education, Elementary Education, Literature Reviews, Measures (Individuals), Parent Attitudes, Perceptual Development, Personality Traits, *Racial Attitudes, *Racial Bias, *Racial Identification, Reinforcement, Research Problems, Socialization, Synthesis, Theories

Ways in which children learn about race and form attitudes towards groups other than their own are described and the processes underlying the development of racial awareness and racial attitudes are delineated. The first three sections of the paper discuss the age at which racial attitudes begin to form, the developmental antecedents of racial attitudes from infancy through age 3 years, and the measurement and meaning of racial awareness. The major portion of the document discusses various social and psychological factors underlying the development of racial attitudes. The factors discussed include direct instruction, reinforcement, personality characteristics of parents and children, child rearing techniques, cognitive aspects and perceptual components of racial attitudes, socialization, and the relative salience of racial cues in contrast to other cues such as gender and age. The concluding section of the paper explores parallels between the acquisition of racial and other attitudes and offers a conceptualization of racial attitude development involving eight overlapping steps through which children progress during the first 10 years of life. (Author/RH)

ED 207 676

PS 012 345

Mayfield, Margie I.

Orientations and Transitions: A Survey of Kindergarten and Primary Programs in Greater Victoria School District No. 61.

Spons Agency—Greater Victoria School Dist. (British Columbia). Commission on Education.

Pub Date—Mar 80

Note—303p; Pages 144-243 of the original document have been omitted due to poor print quality. They are not included in the pagination.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Administrator Attitudes, *Classroom Environment, Class Size, Curriculum Design, Educational Objectives, Elementary Education, *Elementary School Students, Emotional Response, Foreign Countries, Grade 1, Grade 3, Grade 4, Kindergarten, *Kindergarten Children, Needs Assessment, Parent Attitudes, Parent Participation, Parent School Relationship, Questionnaires, School Organization, *School Orientation, *Student Adjustment, *Student Promotion, Teacher Attitudes, Teacher Education, Teacher Role, Transitional Programs

Identifiers—British Columbia (Victoria)

Children's orientation to school and various aspects related to children's transition to first and fourth grades are examined in this study. The primary strategy for gathering information was use of questionnaires administered to teachers, principals, and a stratified random sample of parents. Results are reported in terms of seven topics: the initial adjustment and orientation of kindergarten children; transition of children from kindergarten to first grade; transition of children from third to fourth grade; goals, objectives, and instructional practices in kindergarten and elementary classes;

the involvement and role of parents in the four grade levels; the selection, assignment, preparation, experience, and development of kindergarten teachers; and the organization and administration of kindergarten and primary school programs. Ten recommendations advise assessing needs of children for orientation programs, establishing more transition classes for the kindergarten to first grade group, shortening kindergarten days at the beginning of the school year, giving kindergarten teachers release time to visit preschool programs, stating kindergarten goals and objectives more specifically, reducing class size, increasing parent involvement in the schools, providing parent education courses, assigning only qualified teachers to kindergarten classes, and obtaining ideas from teachers concerning pertinent inservice programs. Questionnaires, tabular displays, and letters to parents, teachers, and principals are provided in the appendices. (Author/DB)

ED 207 677

PS 012 360

Stennett, R. G. Earl, L. M.

Early Identification System: Year Two. Research Report 80-15.

London Board of Education (Ontario).

Pub Date—[79]

Note—10p; For related document, see PS 012 359.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Age Differences, Foreign Countries,

*Grade 1, *Identification, *Kindergarten, Language Acquisition, Mathematics, Primary Education, Reading, *Reliability, *Screening Tests, Sex Differences, *Test Validity

Identifiers—Canada, Ontario (London)

During the academic year 1978-79, school teams implemented a newly developed early identification system in all kindergarten and grade one classes in London, Ontario schools. After analysis and revision of the system, the internal consistency and concurrent validity of the process and a test of its short-term predictive validity were investigated. During the academic year 1979-80, the revised early identification system was applied in all kindergarten, grade one, and grade two classes. Results of this application were used to assess the internal consistency and concurrent validity of the system over a two-year period. School team ratings for the years 1978-79 and 1979-80 for those students who were in kindergarten or grade one during 1978-79 were compared. On the basis of the degree of agreement between the school team ratings and (1) the speech and language teachers' screening results, (2) the application of the resource allocation formula used with the Learning Resource System, and (3) the degree to which team ratings followed expected patterns with respect to students' grade, sex, and month of birth, it was concluded that the changes introduced have had relatively minor effects on the internal consistency and concurrent validity of the revised early identification system. (Author/MP)

ED 207 678

PS 012 368

Gulley, S. Beverly, And Others

Behavioral Checklist of Infant/Toddler Care-Provider Competencies.

Pub Date—[78]

Note—20p.

Pub Type—Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Behavior Rating Scales, Check Lists, *Child Caregivers, *Competence, Day Care, Evaluation Criteria, *Informal Assessment, Preschool Teachers, Rating Scales, *Self Evaluation (Individuals), *Teacher Evaluation

Identifiers—*Behavioral Checklist Infant Toddler Care Provider

This document provides the Behavioral Checklist of Infant/Toddler Care-Provider Competencies which was developed to evaluate competencies of care-providers as well as to serve as an assessment tool for self-evaluation. Information which met the criteria of sound child development principles and operations critical to child care was incorporated into the list. The competencies were stated in behavioral terms and organized into 15 categories. Content validity was established by a panel of 12 experts in infant/toddler care who reviewed the competencies for clarity and relevancy. A revised instrument, which has been utilized in private and university infant/toddler center care programs, provides for self-assessment, training, and external evaluation. The 15 original categories have been reduced to

seven; the competencies have been stated in more specific behavioral terms; some competencies have been deleted to eliminate redundancy; several competencies have been added to provide completeness; competencies which apply primarily to directors have been grouped and separated from the rest; and a format for identifying attainment of a particular competency has been added. (Author/DB)

ED 207 679 PS 012 387
Children and Society: Issues for Pre-School Reform.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Report No.—ISBN-92-64-12210-9

Pub Date—81

Note—215p.

Available from—OECD Publications and Information Center, Suite 1207, 1750 Pennsylvania Avenue, N.W., Washington, DC 20006 (\$14.50; no handling charge on pre-paid orders).

Pub Type—Reports - Research (143) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Administrative Organization, Child Development, *Coordination, *Day Care Centers, *Early Childhood Education, Employed Women, Foreign Countries, Inservice Education, Parent Child Relationship, *Parent Education, Parent Participation, Preschool Children, Professional Training, Public Policy, *Social Problems, Welfare Services

Identifiers—*Social Policy

The eight essays in this volume were written in response to a request for critical comments on early childhood policies and on particularly controversial subjects. The essays cover eight topics: (1) day care problems, including short- and long-term effects on children of different ages, policy questions, developmental issues, and evaluation criteria; (2) education and health care integration, focusing upon maternal and child health care, preschool education, and children with special needs; (3) women, children, and child care centers in the Netherlands, focusing upon parent relationships with child care centers and on government legislation regarding child care centers; (4) social policy and child development, specifically describing the concept of ecology in human development; (5) models of social management of children's services, with critical appraisal of integrated projects in France; (6) coordination of services to preschoolers, focusing upon both resource needs and on implementation of practices based upon theory; (7) parent education, presenting course offerings, methods for implementing courses, and research about course effects; (8) training professionals and parents, with descriptions of projects in several countries, use of media, in-service training styles, and some British parents' protests about parent education. (DB)

ED 207 680 PS 012 388
Purkerson, Ray Whitfield, Edie
Failure Syndrome: Stress Factor for Middle School Children.

Pub Date—Aug 81

Note—10p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *Academic Failure, *Academic Standards, *Grade Repetition, Junior High Schools, Junior High School Students, Literature Reviews, Middle Schools, Research Needs, *Self Concept, *Student Promotion

Research findings concerning the relationship of grade retention to the self-concept and academic achievement of middle and junior high school students, and to school promotion standards are examined. The few studies conducted in this area of research seem to indicate that (1) failure to be promoted to a higher grade is related to children's self-concept, peer status, and personality development, (2) grade retention does not generally result in improved academic achievement (although some retained pupils become better students than some regularly promoted pupils), and (3) when matched on the basis of mental ability, students in schools with high promotion standards do not achieve better than students in schools with lower promotion standards. It is concluded that more and better research on the effects of grade retention is needed, that if non-promotion is to occur, the earlier it is

done the better, and that since alternatives to non-promotion are not possible in all school districts, teachers and school administrators should give high priority to discovering innovative methods for reaching problem students. It is emphasized that rerouting low achieving or immature students through the same course one, two or three years in a row is not an answer. (Author/RH)

ED 207 681 PS 012 389
Walton, Marsha D. Giddens, Melanie A.
"XYZ-PDQ!" The Terms and Effects of Children's Challenges.

Pub Date—Mar 81

Note—11p; Paper presented at the Annual Convention of the Southeastern Psychological Association (Atlanta, GA, March 25-28, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Communication Research, *Elementary School Students, *Interaction, *Interpersonal Competence, Observation, Sex Differences, *Social Behavior, Social Development, *Speech Communication

Identifiers—*Remedial Interchanges

Narrative observations were made of kindergarten through fourth grade students' challenges of their peers' inappropriate behavior and of the responses made to the challenges. Approximately 90 hours of observation in 10 classrooms yielded 728 occasions in which an interchange began with one child challenging another. Three types of responses to challenges (i.e., Remedy, Defiance, Other) were observed. The first and second most frequent responses were Remedy and Defiance, respectively. Challenges were (1) rated according to how explicitly they communicated inappropriateness and responsibility, and (2) divided into four types, according to the terms in which they were issued (i.e., most challenges were stated in terms of the challenged "misstep" or in terms of the appropriate behavior desired). Analyses revealed that both challenge type and challenge explicitness influenced the type of response observed in the interchange. Remedies were much more likely and defiance much less likely when the challenge was stated in terms of both the misbehavior and the desired behavior. Generally, remedies were most likely to occur when challenges were more explicit and defiance was more likely when challenges were less explicit. Boys showed a small but significant tendency to challenge more explicitly than girls, but the challenges of girls were more likely to be responded to with remedies. Additional results and implications of the findings are discussed. (Author/RH)

ED 207 682 PS 012 394
Evans, Joyce
Increasing Toddlers' Vocabularies Through Picture-Reading.

Southwest Educational Development Lab., Austin, Tex.

Pub Date—78

Note—13p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Infants, *Pictorial Stimuli, *Play, Preschool Education, Pretests Posttests, *Teaching Methods, *Vocabulary Skills

Identifiers—*Pictures, *Toddlers

This study compares the effectiveness of three methods of teaching object names to young children. These methods were (1) informal play, in which an adult named and described those objects with which a child played; (2) picture reading, in which an adult named and described objects depicted in photographs; and (3) a combination of the first and second methods. A fourth condition (control) was included to compare the amount of spontaneous learning which occurred. Fifteen children (mean age 20 months) enrolled in a day care center were individually pretested by either a classroom teacher or an assistant teacher in order to ensure an equal rate of familiarity/non-familiarity with items used for each condition. The pretest was followed by a 6-week experimental period, during which the children were taught new object names under each of the above three conditions. At the end of the 6-week intervention period, children's familiarity with object names was tested again and their responses were compared with those of the pretest. Results indicated that very young children may learn to name objects more rapidly under the planned conditions of picture-reading and playing with the same objects. The importance of the pic-

ture-reading method for the development of young children's language and ways in which day care teachers can use this method are discussed. (Author/MP)

ED 207 683 PS 012 395
Fox, Maryfaith F. Comp.

[Parenting for Parents and Professionals and Group Interaction: An Annotated Bibliography.]

Madison Public Schools, Wis.

Pub Date—Nov 80

Note—18p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, Death, Divorce, *Family Problems, *Group Dynamics, One Parent Family, *Parent Child Relationship, *Parent Role, *Resource Materials

Identifiers—*Parenting

This annotated bibliography includes a list of books on parenting which are available in professional libraries. Citations are grouped into four categories: books written for parents; books written for the professional educator; books dealing with special situations, such as divorce, death, and the single parent; and books on interaction in discussion groups, in classrooms, and in other educational settings. A library classification number, author's name, book title, publisher, and number of pages are included in each entry. (Author/MP)

ED 207 684 PS 012 396
Curriculum for Early Childhood Education: A Report of a Workshop Held at the Kenya Institute of Education (July 16 to August 3, 1979). Volume 1.

German Foundation for International Development, Bonn (West Germany).

Pub Date—Jul 80

Note—217p; Not available in hard copy due to marginal legibility of original document. For related document, see PS 012 397.

Pub Type—Collected Works - Proceedings (021) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Child Development, Computation, *Curriculum Development, Developing Nations, Developmental Tasks, *Early Childhood Education, Elementary School Teachers, Foreign Countries, Language Skills, *Preschool Education, Preschool Teachers, Science Instruction, Socialization, Special Education, *Teacher Education, Teacher Workshops

Identifiers—*Africa

A workshop on "Curriculum for Early Childhood Education," held in the summer of 1979 at the Kenya Institute of Education, aimed to familiarize participants with the problems facing early childhood education in Africa. Specific workshop objectives were (1) to familiarize participants with the psychological, social, political, and economic factors influencing the young African child; (2) to enable participants to apply educational implications inferred from the first objective; and (3) to inculcate necessary skills for designing curriculum for early childhood education in Africa. This document, one of two volumes of the workshop proceedings, includes foundation papers, country profiles, working group reports, opening session addresses, and an evaluation of the workshop. Topics of foundation papers include specific African aspects of developmental tasks facing young children, sociocultural environments, traditional forms of early childhood education, teacher training, political and economic realities, and evaluation. Representatives from various countries reported on teacher training, early childhood education, and trends in curriculum development within their respective countries. Working group reports focused on developing language skills, developing scientific, computational, and manipulative skills, and catering for children with special needs. (Author/DB)

ED 207 685 PS 012 397
Curriculum for Early Childhood Education: A Report of a Workshop Held at the Kenya Institute of Education (July 16 to August 3, 1979). Volume 2.

German Foundation for International Development, Bonn (West Germany).

Pub Date—Jul 80

Note—210p; Not available in hard copy due to marginal legibility of original document. For related document, see PS 012 396.

144 Document Resumes

Pub Type—Collected Works - Proceedings (021) — Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Child Development, Computation, *Curriculum Development, Developing Nations, *Early Childhood Education, Foreign Countries, *Instructional Materials, Language Skills, *Preschool Education, Science Instruction, Special Education, *Teacher Developed Materials, Teacher Workshops
Identifiers—Africa

A workshop on "Curriculum for Early Childhood Education," held in the summer of 1979 at the Kenya Institute of Education, aimed to familiarize participants with the problems facing early childhood education in Africa. Specific workshop objectives were (1) to familiarize participants with the psychological, social, political, and economic factors influencing the young African child; (2) to enable participants to apply educational implications inferred from the first objective; and (3) to inculcate necessary skills for designing curriculum for early childhood education in Africa. This document, the second of two volumes on the workshop, presents the proceedings of the practical sessions and examples of the curriculum materials that were developed by participants. The volume is divided into four sections: developing language skills in early childhood; developing scientific, computational, and manipulative skills in early childhood; using local resources and materials for educational toys; and caring for children with special educational needs. Lesson plans are provided as well as instructions for producing classroom materials. The curriculum materials are keyed to the appropriate ages of children. A rationale for each of the different curricula is also presented. (Author/DB)

ED 207 686 PS 012 401
Liss, Polly

Community in the Schools—To Teach a Craft and Study Oldtime Radio Humor.

Pub Date—Aug 81

Note—25p.

Pub Type—Opinion Papers (120) — Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Class Activities, *Community Resources, Elementary Education, Handicrafts, *Humor, *Popular Culture, Programming (Broadcast), *Radio, *Volunteers

Two learning activities (one involving a craft and the other radio programs) provided in two elementary classes taught by a community volunteer are described, and related material for implementing the activities in other classrooms is provided. The lessons were taught in a regularly scheduled activity period entitled "Children's Choice;" interested community members were invited to share their knowledge and/or skills with students who attended the class. Through careful planning and preparation, an inexperienced volunteer conducted a successful crafts activity in which children made plant hangers with strands of yarn. The second activity consisted of giving children a chance to listen to and discuss two "Fibber Magee and Molly" programs broadcast originally during 1947-1948. The belief is expressed that there is great academic and social value in the study of transcriptions of some of the old radio comedy programs made during "the golden age of radio" (from the 1920s through the 1950s). Radio buffs who are potential resources for classroom teachers can probably be found in every city and several large collections of radio programs exist. Appendices provide instructions on how to make plant hangers, lists of sources of radio program recordings and tapes, and a brief annotated bibliography of books on radio comedy programs. (Author/RH)

ED 207 687 PS 012 403

Rondero, Virginia; Smith, Rosalie

Services for Young Children of Migrant Farmworkers: A Report to the Governor and the Superintendent of Public Instruction.

Governor's Advisory Committee on Child Development Programs, Sacramento, Calif.

Pub Date—Feb 81

Note—39p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Advisory Committees, Child Development, Day Care, Infants, *Migrant Children, Migrant Education, *Migrant Problems, *Mi-

grant Programs, *Needs Assessment, Parent Participation, Policy, Position Papers, Preschool Children, Staff Development, State Aid, State-wide Planning

Findings and recommendations related to six issues affecting migrant farmworker children ages 0 to 5 years are reported in order to provide evidence of the need for expanded services to these children and to provide direction for currently operating programs. The findings emphasize the following needs: (1) more reliable data about the number of young farmworker children present in California during peak harvest seasons; (2) elimination of barriers to better coordination of delivery services; (3) staff development programs for migrant child care program personnel; (4) increased parent participation in migrant child care programs; (5) upgraded existing migrant housing camps; and (6) expanded services to preschool-age migrant farmworker children. Recommendations for immediate implementation and other recommendations requiring further study before implementation are delineated for each of the issues discussed. Additionally, six attachments list state agencies that affect the delivery of services to young migrant farmworker children, the locations of state migrant camp sites, and migrant child programs operating in and outside of state migrant camps. (Author/DB)

ED 207 688 PS 012 404

Pettygrove, Willa

Employer Sponsored Child Care: Four Issues Pa-

pers.

Governor's Advisory Committee on Child Development Programs, Sacramento, Calif.

Pub Date—Sep 81

Note—79p.

Available from—Governor's Advisory Committee on Child Development Programs, 1600 Ninth Street, Room 105, Sacramento, CA 95814 (\$3.00).

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Advisory Committees, *Cost Effectiveness, *Day Care, Economic Factors, Employed Parents, *Employers, Health Needs, Models, *Parent Participation, *Program Development

Identifiers—*Employer Supported Child Care

This publication of the California Governor's Advisory Committee on Child Development Programs includes four issues papers dealing with employer sponsored child care. The first paper describes three approaches to employer support of child care, lists the elements of the system planners must consider when designing appropriate responses to employers' child care needs, and discusses the impact of employer sponsorship on child care quality, availability, and cost. The second paper examines the cost of child care as one of several incentives and disincentives which affect employers as potential sponsors of child care and influence parents as the consumers of child care. It is argued that child care cost is a small disincentive relative to major benefits in terms of productivity, community relations, employee relations, and taxes. Paper three emphasizes the importance of including parents in the development of employer sponsored child care and suggests several ways to achieve parent choice and involvement. Finally, some specific solutions to the problem of caring for children with mild illnesses when parents are at work are identified in paper four. (Author/MF)

ED 207 689 PS 012 405

Employer Sponsored Child Care: Policy Discus-

sions, Recommendations, and Bibliography.

Governor's Advisory Committee on Child Development Programs, Sacramento, Calif.

Spons Agency—Rosenberg Foundation, San Francisco, Calif.

Pub Date—Jul 81

Note—56p.

Available from—Governor's Advisory Committee on Child Development Programs, 1600 Ninth Street, Room 105, Sacramento, CA 95814 (\$3.00).

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Advisory Committees, Bibliographies, *Certification, *Day Care, Employed Parents, *Employers, *Evaluation Criteria, *Policy Formation, Position Papers, Program Administration, Program Development, State Aid, Tax Credits, Technical Assistance

Identifiers—*Employer Supported Child Care

This document provides a revision of a report on

employer supported child care prepared by the California Governor's Advisory Committee on Child Development. The focus of the document is a series of policy discussions and recommendations on employer sponsored child care; a description and a history of employer sponsorship of day care are given. Policy recommendations, stating concerns voiced by child care professionals as well as concerns reflecting the needs of business and of labor, include the following five goals: (1) to develop innovations in state funding and program administration; (2) to improve tax incentives for employer sponsored child care; (3) to support innovation through improved licensing procedures; (4) to provide information and technical assistance for program development; and (5) to address specific concerns of child care professionals (for instance, low pay and poor benefits, lack of child care during periods of employee illness, and lack of evaluation of the accessibility and availability of child care services). Appendices include descriptions of seven employer supported programs, descriptions of tax legislation pertinent to employer supported child care, and a 25-page bibliography of references on such topics as need for child care, program development, economic issues, and care of sick children. (Author/DB)

ED 207 690 PS 012 407

Jewett, Patricia A.

Kids and Politics Do Mix: The Role of the Early Childhood Professional in Influencing Public Policy.

New England Association for the Education of Young Children, Springvale, Maine.

Pub Date—Nov 80

Note—19p.; Paper presented at the Annual Meeting of the National Association for the Education of Young Children (San Francisco, CA, November 21-24, 1980).

Pub Type—Opinion Papers (120) — Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Budgets, *Child Advocacy, Definitions, *Early Childhood Education, Educational Finance, Educational Legislation, *Federal Legislation, Financial Support, Guidelines, *Policy Formation, Public Policy, State Legislation, *Teacher Participation

The author asserts that early childhood educators have a responsibility to become involved in the formation of public policy. To improve the advocacy skills of early childhood educators, a glossary of basic legislative terminology and descriptions of major legislative processes at the state and federal levels are provided. Particular attention is given to increase advocates' understanding of the appropriations and budget processes. (Author/RH)

ED 207 691 PS 012 408

de Ruesta, Maria Carlota de Vidal, Amalia Barrios

Day Care in Caracas: A Day Care Homes Program Evaluation Report. Volume I: Executive Summary.

High/Scope Educational Research Foundation, Ypsilanti, Mich.; United Nations Children's Fund, New York, N.Y.

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.; Children's Foundation, Washington, D.C.

Pub Date—79

Note—47p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Case Studies, Child Caregivers, Comparative Analysis, Cost Effectiveness, *Economically Disadvantaged, Employed Women, *Family Day Care, Foreign Countries, Formative Evaluation, Parent Attitudes, *Program Development, *Program Effectiveness, *Program Evaluation

Identifiers—*Venezuela (Caracas)

This document provides a summary of a formative evaluation research project concerning the neighborhood day care homes program in Caracas, Venezuela. The evaluation included nine lines of study: (1) an assessment of sociodemographic conditions of Venezuelan preschool age children, legal and employment status of Venezuelan women, and general social variables influencing Venezuelan women and children; (2) a documentary review of the history of the day care homes program; (3) a survey of 1,200 mothers participating in the program; (4) a comparison between a theoretical cost calculated on the basis of program implementation guidelines and actual one-year operating costs; (5)

an ethnographic study of 15 day care homes; (6) a demographic study of six low-income communities in Caracas where the program was not operating; (7) an in-depth study of 15 representative cases from the six non-program neighborhoods; (8) four case studies of participants and non-participants in the program; and (9) a bibliographic review of literature on day care systems in other countries. Recommendations are organized according to three program areas: administration, the role of the technical teams, and the role of the care mothers. (Author/DB)

ED 207 692 PS 012 409

Powell, Judith A. And Others

An Evaluation of the Oklahoma Training for Child Care Careers Project.

Oklahoma State Univ., Stillwater. Dept. of Family Relations and Child Development.

Pub Date—[81]

Note—138p.; Master's Thesis, Oklahoma State University.

Pub Type—Reports - Evaluative (142) - Dissertations/Theses - Masters Theses (042)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Access to Education, Administrator Attitudes, *Child Caregivers, Classroom Techniques, Inservice Education, Interviews, *Program Effectiveness, Program Evaluation, *Relevance (Education), Skill Development, Student Teacher Relationship, Teacher Attitudes, *Teacher Education, *Training

The major purpose of this study was to evaluate the past achievements and current status of the Oklahoma Training for Child Care Careers (OTCCC) project in relation to the overall goals of providing child care training which is both accessible to and suitable for Oklahoma caregivers. Resources for the study were provided by a Title XX contract and the Cooperative Extension Service, but the project also depended heavily on the volunteer time of over 250 state day care and child development workers. Results of the overall assessment of the accessibility of training indicate that since 1977 training has been delivered to over 1,500 persons in 156 locations in Oklahoma. Data further indicate that 50 percent of the trainers have completed two or more courses, and in the 3 years training has been offered, 139 persons have completed the specific requirements to achieve Level I of the Child Care Career Advancement Ladder. In regard to the suitability of the training, caregivers indicated that the training has helped them in developing classroom management skills, positive attitudes toward the children and their job, self-confidence as caregivers, and skills in dealing with their own children. Directors and licensing workers indicated that they had observed changes in room arrangement, more homemade games and interest centers, and caregivers' increased positive guidance and individual attention. It was concluded that the OTCCC training has had a positive effect on the personal and professional lives of caregivers involved in the program. Supplemental materials related to the OTCCC program and a form of the interview questionnaire are appended. (Author/MP)

ED 207 693 PS 012 411

Pre-School Education in the European Community. Commission of the European Communities Studies Collection, Education Series No. 12. Commission des Communautés Européennes (Luxembourg).

Report No.—ISBN-92-825-1720-9

Pub Date—Sep 79

Note—116p.

Available from—European Community Information Service, 2100 M Street, N.W., Suite 707, Washington, DC 20037 (\$5.20).

Pub Type—Opinion Papers (120) - Collected Works - General (020)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Childhood Needs, *Community Involvement, Educational Development, *Educational Planning, Foreign Countries, Meetings, *Nursery Schools, *Preschool Education, Research Needs, *School Administration, Special Programs, Staff Development, Tables (Data) Identifiers—Childrens Rights, Continuity, *European Community

An extensive discussion of current problems in preschool education provision in the European community is provided and supplemented by working papers and reports from a colloquium examining the needs of European preschool children and preschool program design. After a broad description of

the general features of preschool education as it has developed in the area, the volume offers a critical reappraisal of the institution of the nursery school along with explorations of the nursery school as an integrated social service, as a flexible provider of continuity in children's transition to formal education, as a guarantor of young children's rights, as locus for community participation, and as an environment adapted to the needs of handicapped, rural, migrant, and disadvantaged children. Issues of staff training, teaching and educational research, nursery school administration, and research needs are subsequently discussed. The contents of the colloquium papers focus on specifying young children's needs and rights in various social and cultural settings and on the qualities required in preschool education if it is to satisfy those needs. The volume concludes with a synthesis report of colloquium outcomes and a list of participants. Also included are 12 tables of data on variables related to the provision of preschool education in the European community. (Author/RH)

ED 207 694 PS 012 412

Bibliography of CDA Training Materials: An Annotated List of Currently Available Modules and Other Publications.

CDA Services and Resource Center, Urbana, Ill. Spons Agency—Administration for Children, Youth, and Families (DHHS), Washington, D.C.

Pub Date—81

Contract—105-79-1003

Note—31p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Annotated Bibliographies, *Child Caregivers, *Competency Based Teacher Education, Early Childhood Education, Instructional Materials, *Learning Modules, Postsecondary Education, *Preschool Teachers, *Training Identifiers—*CDA, Child Development Associate This bibliography of Child Development Associate (CDA) Program training materials provides an annotated list of currently available learning modules and other related publications. Entries are arranged by date, beginning with recent items, and include title, institution or author name, price, and number of pages. A list of audiovisual materials on the CDA program and information on ordering documents through the ERIC system are appended. (MP)

ED 207 695 PS 012 413

Elgas, Peggy

Home Based Information Packet.

CDA Services and Resource Center, Urbana, Ill. Spons Agency—Administration for Children, Youth, and Families (DHHS), Washington, D.C.

Pub Date—81

Contract—105-79-1003

Note—110p.

Pub Type—Guides - Non-Classroom (055) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Annotated Bibliographies, *Child Caregivers, *Competency Based Teacher Education, *Credentials, Curriculum Development, Disabilities, Early Childhood Education, Guidelines, *Home Programs, *Home Visits, Infants, Measures (Individuals), Parent Participation, Postsecondary Education, Resource Centers, Teacher Evaluation, *Training, Young Children Identifiers—*CDA, CDA Credential, Child Development Associate, Home Start Program

Designed as a starting point for anyone interested in home-based programs, this packet provides resources and basic information for program development and describes in particular the Child Development Associate (CDA) Program, a national effort embodying a new concept of training, assessing, and credentialing child care staff. Brief background information about home-based programs and their relationship to CDA and CDA credentials is provided in section one. Section two provides training basics for home-based programs, including discussion of the key elements underlying success, planning and organizing home visit activities, choosing the right person for a home visitor position, qualities of the home visitor, and home visitor observation and assessment. A list of seven home start training centers is given in section three, along with a list of publications available from each. Section four presents an annotated bibliography of publications relating to home-based programs, including descriptions of programs for handicapped

children, children ages 3 through 5, bilingual students, infants and toddlers, and combination groups; resources on working with adults; curriculum materials; and information on using the ERIC system. (MP)

ED 207 696 PS 012 414

Resources for CDA Training: An Annotated Bibliography.

CDA Services and Resource Center, Urbana, Ill. Spons Agency—Administration for Children, Youth, and Families (DHHS), Washington, D.C.

Pub Date—81

Contract—105-79-1003

Note—32p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Annotated Bibliographies, Bilingual Education, *Child Caregivers, *Competency Based Teacher Education, *Early Childhood Education, *Instructional Materials, Postsecondary Education, Preschool Teachers, *Training Identifiers—*CDA, Child Development Associate

Prepared as a resource for the Child Development Associate Program (CDA), this annotated bibliography includes publications covering the issues of CDA training, early childhood education, basic CDA competencies, and bilingual/bicultural education. The major part of the bibliography deals with the following 6 basic competencies: (1) setting up and maintaining a safe and healthy learning environment, (2) advancing physical and intellectual competence, (3) building positive self-concept and individual strength, (4) organizing and sustaining the positive functioning of children and adults in a group learning environment, (5) bringing about optimal coordination of home and center child rearing practices and expectations, and (6) carrying out supplementary responsibilities related to the children's programs. A brief description of the ERIC system and information on how to order ERIC documents complete the bibliography. (MP)

ED 207 697 PS 012 415

Borman, Kathryn M.

Children's Interpersonal Relationships: Playground Games and Social Cognitive Skills. Final Report.

Cincinnati Univ., Ohio.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—May 81

Grant—NIE-G-79-0123

Note—194p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Age Differences, Cognitive Ability, Cognitive Processes, Ecology, Elementary Education, *Elementary School Students, Experiential Learning, Friendship, *Group Dynamics, *Interpersonal Competence, Interpersonal Relationship, Longitudinal Studies, Peer Acceptance, *Play, Playground Activities, Playgrounds, Psychomotor Skills, Sex Differences, *Social Cognition, *Social Development, Socioeconomic Status, Student Evaluation

Three related studies reflecting three perspectives on children's interpersonal relationships, playground games, and social cognitive skills are reported. Subjects for each of the studies were children enrolled in third and sixth grades at three elementary schools in Cincinnati during the 1979-1980 school year. The first study documents the ecology of children's free play behavior during lunch recess. Particular attention is given to the physical setting in terms of equipment, time available for play, and supervision provided, as well as children's reports of play activities and the structural properties of play. The thrust of study two is to explore relationships between and among social cognitive skills, intellectual functioning, age, sex, socioeconomic status, and several social/behavioral measures (such as friendship ratings, popularity, and game-playing status). The second study aims to provide a developmental-psychological and longitudinal perspective on internalized sets of abilities, skills, and characteristics seen as important elements of children's negotiation of play. Study three describes children's behavior during recess for lunch; results reported in this study are based on the analysis of transcriptions of audiotaped field notes recording children's spontaneous playground behavior. Differing theoretical frameworks relevant to the three studies are discussed in the literature review sections of each of the three investigations.

(Author/RH)

ED 207 698 PS 012 416

Klahr, David
Investigation of Pre-School Children's Problem Solving Processes. Final Report.
Carnegie-Mellon Univ., Pittsburgh, Pa.
Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—5 Aug 81
Grant—NIE-G-780035

Note—88p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Cognitive Ability, *Cognitive Development, Memory, Models, *Performance Factors, *Planning, *Preschool Children, Preschool Education, *Problem Solving, Puzzles, Reaction Time, Research Methodology
Identifiers—*Developmental Theory, Knowledge Development

Preschool children's problem solving processes are investigated in both direct and indirect ways. Direct investigations focus on substantive and methodological issues related to how children solve a few well defined puzzles, such as the Tower of Hanoi and the Tangram. Indirect investigations deal with related issues: U-shaped (or non-monotone) developmental curves, rates of processing, structure-process invariance, and instructional theory. Findings indicate that by the time children reach kindergarten, they appear to have acquired without direct instruction variations on many of the components of mature problem solving strategies. Therefore, attempts to instruct children to be better problem solvers must first make a careful determination not only of the level of their performances, but also of the strategies they use. A methodology involving the characterization of children's knowledge in terms of rules has been developed to facilitate such a determination. The position is taken that U-shaped curves always reflect an artifact of the assessment procedure, do not reflect any interesting underlying processes, and ultimately must be accounted for by general mechanisms of self-modification that are neither constrained nor informed by U-shaped phenomena. The focus on rates, processes, and structures as potential sources of developmental differences maps the domain for further investigations of how children learn to solve problems. (Author/RH)

ED 207 699 PS 012 419

Weissbourd, Bernice, Ed. Musick, Judith S., Ed.

Infants: Their Social Environments.

National Association for the Education of Young Children, Washington, D.C.

Report No.—ISBN-0-912674-76-8; NAEYC-319

Pub Date—19 Oct 81

Note—216p.

Available from—National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W., Washington, DC 20009 (\$7.00).

Pub Type—Books (010)

Document Not Available from EDRS.

Descriptors—*Childhood Needs, Curriculum Design, *Day Care, Disabilities, Employed Women, Fathers, *Infants, Interpersonal Competence, Intervention, Literature Reviews, Low Income, Mental Disorders, Mothers, *Parent Child Relationship, Parent Role, Policy Formation, Program Development, *Social Environment

Identifiers—*Parenting, *Toddlers

This book deals with issues surrounding the social and caregiving environments of children's first three years. Issues most relevant to the assessment of infants and their caregiving environments and to the design and implementation of programs for infants and toddlers are addressed in the first paper. The second paper discusses the developmental needs of the child, offers techniques for assessing whether these needs are being met, and suggests the design and implementation of appropriate settings for infants and toddlers. The third paper focuses on low-income children within a specially designed day care setting and argues that children from low-income families can be cared for in group care settings without adversely affecting their health, their mothers' attitudes toward them, or their attachment to their mothers. The role of parents and other caregivers in the development of both normal and handicapped infants is discussed in papers four and five, along with ideas for using intervention techniques. An instrument designed to sensitize infant development specialists to the feelings, attitudes, and behaviors of parents is described in paper six, and an

intervention program for mentally ill mothers of young children is outlined in paper seven. The effect of increased maternal employment on infant development and the father's role in infancy are discussed in papers 8 and 9, respectively. Paper 10 looks at the psychological and social aspects of parenting, discusses directions for support of parents, and presents a model for providing such support. Finally, a critical analysis of social policy issues affecting infants is offered in paper 11. (Author/MP)

ED 207 700 PS 012 420

Saarni, Carolyn

Emotional Experience and Regulation of Expressive Behavior.

Pub Date—Apr 81

Note—20p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Boston, MA, April 2-5, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Affective Behavior, Age Differences, *Children, Emotional Development, *Emotional Experience, *Emotional Response, Sex Differences

Identifiers—*Deception, *Facial Expressions, Rule Learning

Issues related to children's ability to conceal their immediate emotional experiences by displaying alternate socially or personally motivated facial expressions are discussed. Four basic categories of dissimulation of emotional experience are specified, and motives for the use of cultural and personal display rules and direct deception are posed. Research among first-, third-, and fifth-grade students reveals four categories of display rule use (trouble-avoiding, maintenance of self-esteem, qualifying factors of a relationship, and maintenance of norms), each category increasing with age. Children across all three age groups were able to cite instances in which they concealed their feelings and/or thought they had observed others do so. When age-inappropriate rewards were given to students for evaluating the difficulty level of a workbook, first graders, especially boys, were the most negative, fifth graders, especially girls, were the most positive. The most prevalent behavior across all age groups was smiling slightly, followed by abruptly ceasing to smile altogether. In the concluding section of the paper some effects of children's regulation of facial expression on their emotional experiences are discussed. (Author/RH)

ED 207 701 PS 012 421

Milich, Richard And Others

Peer Perceptions of the Behavior of Hyperactive Children.

Pub Date—Aug 81

Note—28p.; Paper presented at the Annual Meeting of the American Psychological Association (89th, Los Angeles, CA, August 24-28, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Aggression, *Hyperactivity, *Identification, Males, Measures (Individuals), *Peer Acceptance, Peer Relationship, *Preschool Children, Preschool Education, Reliability, *Teacher Attitudes, Test Validity

Identifiers—*Peer Perception Inventory

In order to determine whether preschool children can successfully identify externalizing symptomatic behaviors (aggression and hyperactivity) in their male classmates, and whether children's perceptions are associated with peer-rated popularity and rejection, 154 preschool boys and girls were interviewed through the use of a peer-nominating procedure. Behavioral data on the preschool boys were also provided by their respective teachers. Results indicated that (1) the peer nominations fulfill the psychometric criteria of interrater reliability, stability, and validity; (2) peer nominations of externalizing behavior correlated significantly with teacher ratings of the same behavior; (3) peer nominations of rejected children correlated significantly with both teacher ratings of, and peer nominations of, hyperactivity and aggression; and (4) contrary to previous findings, the two externalizing dimensions of hyperactivity and aggression were not differentially related to peer popularity and rejection. Additional findings accounting for the inconsistency with previous results are discussed. (Author/RH)

ED 207 702 PS 012 422

Powell, Jack V.

Computer-Based Instruction in Early Childhood Education at the University of Georgia: A Proposed Innovation.

Pub Date—17 Feb 81

Note—10p.; Paper presented at the Association of Teacher Educators National Conference (Dallas, TX, February 17, 1981).

Pub Type—Opinion Papers (120) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Assisted Instruction, *Computer Oriented Programs, Early Childhood Education, *Educational Research, Educational Technology, Higher Education, *Student Evaluation, *Teacher Education, *Teacher Education Curriculum

Identifiers—University of Georgia

A program of computer based instruction in early childhood education at the University of Georgia is described in this document. The author (1) identifies a research context in which computer technology can be justified in a teacher education curriculum; (2) discusses computerized cognitive testing as an initial application within early childhood teacher education curricula; (3) outlines other potential applications of computer technology to teacher education; and (4) briefly suggests a context for research developments in which computer based instruction may be compared with other media alternatives. Initially, computers were used at the University of Georgia to assess student mastery of material in a teaching methods course. This computer assisted program of instruction has been expanded to other courses. Performance on computer tests has permitted assessment of student strengths and weaknesses, immediate feedback regarding performance, and suggestions for remediation. Applications of computer assisted instruction are seen to include counseling, screening, and evaluation of competency in regard to graduation criteria. (Author/DB)

ED 207 703 PS 012 423

McLulich, Helen H.

Musical Experience: An Aid to the Development of Language.

Pub Date—Jul 81

Note—7p.; Not available in hard copy due to marginal legibility of original document. Paper presented at the Annual Meeting of the United Kingdom Reading Association (18th, Edinburgh, Scotland, July 27-31, 1981).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Early Childhood Education, Foreign Countries, *Language Acquisition, *Learning Activities, *Listening Skills, *Music Activities, *Preschool Children

Identifiers—United Kingdom

Since all preschool children do not have fully developed listening abilities, a program of musical activities is useful for teachers as a diagnostic tool and as an enjoyable way to improve children's listening skills. A five stage program, involving (1) short span listening, (2) active responses to aural stimuli, (3) creative expression, (4) exercises for developing the ability to imagine, and (5) making music in groups, is recommended as a way of increasing children's awareness of many of the skills necessary for the development of language. (Author/RH)

ED 207 704 PS 012 424

Sharp, Kay Colby

Low-Income, Black Preschoolers' Ability to Complete Temporally-Ordered Sequences.

Pub Date—Aug 81

Note—6p.; Paper presented at the Annual Meeting of the American Psychological Association (89th, Los Angeles, CA, August 24-28, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Black Youth, *Cognitive Ability, Comprehension, *Difficulty Level, Low Income, Pictorial Stimuli, *Preschool Children, Preschool Education, *Serial Ordering, *Time Perspective

Identifiers—Causal Inferences
Recent investigations have demonstrated that white middle-class preschoolers are sensitive to temporal order, understand that causes precede consequences, and can identify the causes and

consequences of events. The present study is an attempt to extend these recent investigations of temporal order understanding to a non-middle-income, non-white population. A series of three experiments were conducted to examine low-income black preschoolers' (approximately 5 years of age) to comprehend the temporal relationships between events; however, their ability to demonstrate their understanding is limited when procedures demand the perceptual encoding of visual material. Consistent findings indicating equal ability to reason about temporal relationships in a backward or forward direction suggest that when the task is sufficiently simplified for preschoolers (i.e., one sequence is presented, and memory or inferential reasoning demands are held at a minimum) simultaneous emergence of backward and forward reasoning is evident. It is concluded that low-income black preschoolers exhibit entry-level skills in the development of operations for comprehending temporal relationships. (Author/MP)

ED 207 705 PS 012 425

Roe, Kiki V. And Others

Infants' Mother-Stranger Discrimination and Cognitive Functioning Twelve Years Later.
Pub Date—Sep 80

Note—6p.; Paper presented at the Annual Meeting of the American Psychological Association (Montreal, Canada, September 1980).

Pub Type—Reports - Research (143) — Speeches - Meeting Papers (150) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cognitive Ability, *Infant Behavior, *Interpersonal Competence, Longitudinal Studies, Males, Nonverbal Ability, *Parent Child Relationship, Predictor Variables, Stranger Reactions, *Verbal Development
Identifiers—*Vocalization

Differences in 3-month-old infants' vocal responsiveness to vocal-visual stimulation by mothers and strangers has been shown to be related to performance on both the Stanford-Binet at 3 years of age and the Illinois Test of Psycholinguistics at 5 years of age. The present retesting of 12 of the original 14 normal, first-born male subjects, now 12 years old, shows that their differential vocal responsiveness (DVR) scores at 3 months of age are related significantly to performance on such linguistic-academic tests as the Wechsler Intelligence Scale for Children-Revised (WISC-R) verbal scale, the Wide Range Achievement Test (WRAT) Arithmetic and Reading subtests, and the Peabody Picture Vocabulary Test (PPVT), but are not related to performance on such non-verbal tests as the WISC-R Performance scale. It is concluded that the social discrimination ability of the infant, that is, the perceptual-cognitive ability to respond with excitement to the mother and to withhold responsiveness to the stranger, is of predictive value for later verbal-cognitive functioning. In contrast, the subjects' performance on the Gesell, a test that measures early psychomotor skills, did not correlate with later verbal-cognitive and academic skills, but did correlate significantly with non-verbal cognitive skills. (Author/RH)

ED 207 706 PS 012 426

Schoeneman, Thomas J. And Others

Children's Perceptions of the Sources of Self-Knowledge.

Pub Date—Aug 81

Note—12p.; Paper presented at the Annual Meeting of the American Psychological Association (89th, Los Angeles, CA, August 24-28, 1981).

Pub Type—Reports - Research (143) — Speeches - Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Age Differences, Cognitive Processes, Comprehension, Early Childhood Education, *Elementary School Students, Feedback, Individual Development, *Perception, Perspective Taking, *Preschool Children, Recall (Psychology), *Self Concept, Social Development, *Social Influences

Identifiers—Self Observation, Social Comparison

Seventy preschoolers, first, and third graders (average ages of 4 1/2, 6 1/2 and 8 1/2 years, respectively) participated in interviews which used stories and pictures to assess their perceptions of the sources of self-knowledge (self-observation, social feedback, and social comparison). Assessments were made of level of role-taking and salience, comprehension, and ranking of importance of each source. Results indicated that role-taking level, salience (recall), and comprehension of each source

increased with age. At all grade levels social feedback was the first source of self-knowledge recalled. No grade differences occurred for rankings of each source; children cited self-observation as most important most frequently, followed by feedback from others and social comparison. (Author/MP)

ED 207 707 PS 012 427

Denna, Deborah And Others

Early Cognitive Functioning: Sex and Race Differences.

Spons Agency—Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.
Pub Date—Aug 81

Grant—78-NI-AX-0125

Note—44p.; Paper presented at the Annual Meeting of the American Psychological Association (89th, Los Angeles, CA, August 24-28, 1981).

Pub Type—Reports - Research (143) — Speeches - Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Black Youth, Cognitive Ability, *Cognitive Development, Comparative Analysis, Educational Attainment, Longitudinal Studies, Mothers, *Racial Differences, *Sex Differences, *Spatial Ability, *Verbal Ability, Whites, *Young Children

This longitudinal study was designed to investigate the nature and extent of sex differences in both verbal and spatial abilities among black and white children. Six scales of early cognitive functioning were administered at three times (at 8 months, 4 years and 7 years) to 3,013 children. Two major hypotheses were examined: (1) if cognitive development is related to maturational rate, which differs in terms of sex and race, early intelligence scores will show a sex by race interaction; and (2) if spatial abilities are the most influenced by maturational rate, this interaction will occur more strongly for spatial than for verbal abilities. Results provided only partial support for these hypotheses; a slight sex by race interaction was found at 4 and 7 years for both verbal and spatial abilities and sex by race differences were more apparent in 7-year-olds' spatial abilities relative to verbal abilities. Specifically, white males showed the highest level of intellectual performance, followed by white females, black females, and black males. However, sex differences were greater for whites than for blacks, and race differences were greater for males than for females. Findings are discussed in terms of possible maturational and environmental influences on cognitive abilities among different sex and racial groups. (Author/MP)

ED 207 708 PS 012 428

Stabler, Brian And Others

Facilitating Positive Psychosocial Adaptation in Children with Cystic Fibrosis by Increasing Family Communication and Problem-Solving Skills. A Research Report to the Cystic Fibrosis Foundation.

North Carolina Univ., Chapel Hill. School of Medicine.

Pub Date—Aug 81

Note—116p.; Paper presented at the Annual Meeting of the American Psychological Association (89th, Los Angeles, CA, August 24-28, 1981).

Pub Type—Reports - Research (143) — Speeches - Meeting Papers (150)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Adjustment (to Environment), Children, *Communication Skills, Comparative Analysis, *Counseling Effectiveness, *Crisis Intervention, Diseases, Emotional Response, Family (Sociological Unit), Group Discussion, Knowledge Level, Locus of Control, Measures (Individuals), *Parent Attitudes, *Parent Child Relationship, *Parent Education, Parents, Questionnaires, Teaching Methods, Young Adults
Identifiers—*Cystic Fibrosis

This study tested the effects of two group-oriented supportive and educational approaches on the parents of children with cystic fibrosis (CF). Thirteen families were randomly assigned either to a group which received information on medical and technical aspects of CF or to a group which received instruction in communication skills in addition to medical and technical information. Didactic and experiential techniques were used to present communication skills. Measures of family interaction, child adjustment, locus of control, and understanding of CF were collected from parents and children prior to the intervention, immediately after the 4-session series and 6 months after completion. (Instruments used are included in the appendices.)

Analysis of results indicated no differences between groups from the first to the final data collection times; communication training did not improve family functioning. However, parents reported greater satisfaction with didactic than with experiential techniques. The authors speculate that families in "chronic crisis" may find disease-related educational material more relevant and reassuring than process-oriented instruction and caution that clinical interventions with such populations need to be systematically evaluated because techniques designed for psychiatric populations may not translate directly to families coping with chronic medical problems. (Author/DB)

ED 207 709 PS 012 429

Anderson, Linda M.

Student Responses to Seatwork: Implications for the Study of Students' Cognitive Processing.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—IRT-RS-102

Pub Date—Jul 81

Contract—400-76-0073

Note—23p.

Available from—Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 (\$2.50).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Attention, Classroom Communication, Classroom Research, *Cognitive Processes, Comprehension, Difficulty Level, Elementary Education, *Elementary School Students, Grade 1, Learning Problems, Low Achievement, Observation, Performance Factors, Reading Instruction, *Student Behavior, *Student Teacher Relationship, *Teacher Influence, Writing Instruction
Identifiers—*Seatwork

In eight Title I classrooms 32 first grade students were observed as they completed reading and writing assignments without continuous teacher supervision. Observations focused on the students' immediate responses, such as attention, performance on the assignment, and reported understanding of the task. Two working hypotheses are presented about the nature of the students' cognitive processing while doing these unsupervised assignments. (1) Many students attend more closely to content coverage than to content mastery, perhaps because of teachers' emphasis on procedural directions and lack of emphasis on content-related purposes of the assignments. (2) Emphasis on content coverage in combination with difficult assignments may create a condition in which low achievers develop strategies to complete work without developing strategies that help them make sense of their work. Further data analysis is being conducted to test these two hypotheses. (Author/DB)

ED 207 710 PS 012 430

Mgaza, Olyvia

Nutritional Problems and Policy in Tanzania.

Cornell International Nutrition Monograph Series, Number 7 (1980).

State Univ. of New York, Ithaca. Nutritional Sciences Div. at Cornell Univ.

Pub Date—80

Note—85p.; For related documents, see ED 184 672 and PS 012 431-32.

Available from—Dr. Michael C. Latham, Division of Nutritional Sciences, Savage Hall, Cornell University, Ithaca, NY 14853 (\$3.00). Make checks payable to Cornell University.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Agriculture, Anemia, Developing Nations, Diseases, Educational Policy, *Food, Foreign Countries, *Government Role, Health Conditions, Hunger, Needs Assessment, *Nutrition, *Policy Formation, Poverty, Socioeconomic Influences, *World Problems
Identifiers—*Food Supply, Protein Deficiency, *Tanzania

This monograph discusses policies designed to deal with food and nutrition problems in Tanzania. Available information on food supplies and nutritional conditions in Tanzania clearly shows that the country faces nutritional problems; protein energy malnutrition is the most serious and requires priority action. Iron deficiency anemia, goiter, and vitamin A deficiency are also prevalent. Although

current data show that the food supply situation is improving after the low production levels of the early 1970s, the distribution of food still remains unequal. A review of various national policies shows that there is hope for nutritional improvement. Agriculture is geared toward food self-sufficiency, the health care system is rurally based and emphasizes disease prevention, and income policies attempt to reduce large disparities in incomes at the same time they raise income levels. In order to achieve rapid improvements in nutrition it is suggested that a more coordinated approach is required, for which a national food and nutrition policy is necessary. This approach has already been adapted in Tanzania. Efforts should, however, continue to place emphasis on the role of nutrition in overall development so that all sectors recognize their potential contribution to nutritional improvement. (Author/MP)

ED 207 711

PS 012 431

Place, Patricia M. O'Brien

Nutrition in Policy Planning for the Rural Sector.

Cornell International Nutrition Monograph Series, Number 8 (1981).

State Univ. of New York, Ithaca. Nutritional Sciences Div. at Cornell Univ.

Pub Date—81

Note—103p.; For related documents, see ED 184 672 and PS 012 430-32.

Available from—Dr. Michael C. Latham, Division of Nutritional Sciences, Savage Hall, Cornell University, Ithaca, NY 14853 (\$3.00). Make checks payable to Cornell University.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Economic Factors, Models, *Nutrition, Planning, *Policy Formation, *Research Methodology, *Rural Development, Tables (Data)

Identifiers—*Food Consumption

Through discussion and a test of theoretical models, the need to consider nutrition in development planning for rural areas is addressed, and the complex interaction of agricultural and food policies on family nutrition is described. Chapter I indicates the extent and types of malnutrition and discusses both the relationship of nutrition to development and the influence of economics on nutrition. Producer and consumer oriented economic policies, as well as approaches which explicitly include nutrition factors early in the policy planning process, are discussed in Chapter II. Chapter III assesses suggested methodologies for determining the nutritional impact of policies. Methodologies considered include input-output models, nutritional deficiency indexes, food consumption theory approaches and nutrient consumption approaches. Chapter IV proposes an equation suggested by household production theory and tests this equation on data from the United States. Along with a model for total nutrient consumption, models for illustrating the effects of home-produced food on consumption are considered. Regression results from the models put forth in the previous chapter are discussed first on a variable by variable basis (income, employment of the homemaker, education, race, adjustment for extra meals eaten, and family classification) and are then examined in terms of the models as a whole. Conclusions are drawn from the models and their performance, and from the general analysis of nutrition's role in economic development. (Author/RH)

ED 207 712

PS 012 432

Solimano, Giorgio R. Chapin, Georganne

The Impact of Socioeconomic Development and Ecological Change on Health and Nutrition in Latin America. Cornell International Nutrition Monograph Series, Number 9 (1981).

State Univ. of New York, Ithaca. Nutritional Sciences Div. at Cornell Univ.

Pub Date—81

Note—68p.; Modified version of paper presented at a Regional Seminar on the project, "Styles of Development and Environment in Latin America" (Santiago de Chile, November 19-23, 1979). For related documents, see ED 184 672 and PS 012 430-32.

Available from—Dr. Michael C. Latham, Division of Nutritional Sciences, Savage Hall, Cornell University, Ithaca, NY 14853 (\$3.00). Make checks payable to Cornell University.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Agriculture, Diseases, *Economic Development, Economic Factors, *Environment, Foreign Countries, *Health Needs, *Health Services, Medical Services, *Nutrition, Organizational Effectiveness, Policy, Regional Characteristics, Social Problems, *Socioeconomic Influences

Identifiers—*Latin America, Medical Technology

This monograph presents an examination of patterns which emerge from the interrelationship between development, environment, and health and nutrition in Latin America. First, the authors consider the components of this interrelationship, discussing the inseparability of health problems such as malnutrition, fecally-borne and parasitic diseases, and occupational diseases from environmental factors such as lack of food, poor sanitation, and dangerous living and working conditions. The monograph then shows how these elements are further tied to and, in fact, determined by particular socioeconomic development policies pursued at the national and regional levels. Some of the factors explored in this context are intensive exploitation of the agriculture sector, principally for cash crop export, rapid industrialization, and the growth of particular sociocultural phenomena, such as changing values and consumption patterns. Finally, the response of the formal health sector to the problems mentioned above is described; it is argued that by mirroring many of the economic, technological, and sociocultural concerns which motivate general policy development, policy in the health sector has actually contributed to the inequalities in health among different population groups. (Author/MF)

ED 207 713

PS 012 433

Rodriguez, Linda

Local Government Support of a Child Voucher

System: Austin/Travis County, Texas.

Pub Date—Apr 81

Note—20p.; Paper presented at the Meeting of the Texas Family Institute (Austin, TX, April 14-16, 1981).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cooperative Planning, *Day Care, Early Childhood Education, Educational Finance, *Educational Vouchers, Needs Assessment, Program Descriptions

Identifiers—*Employer Supported Day Care, Texas (Travis County)

Data collected in Austin, Texas (Travis County) indicate that private day care centers operate at less than full capacity and that the most difficult problems of many day care providers are financial—parents' inability to pay the cost of care. Data further indicate that a large percentage of Austin families have incomes below \$15,000 and that Title XX funds serve only 8% of eligible families. In order to advance the concept of cost sharing for child care, a voucher payment system designed to help low and moderate income parents was proposed by the Child Care Subcommittee of the Social Policy Advisory Committee (SPAC). Members discussed the possibility of jointly funding the administration of a voucher system provided that the private sector fund the voucher subsidy. Continuing efforts are being made by the SPAC Child Care Subcommittee to solicit support for a voucher payment system from the business community. Feasibility studies and a 6-month demonstration of the voucher payment system for child care are being conducted. (Materials related to the Comprehensive Employment and Training Act demonstration of the voucher system and other related materials are appended.) (Author/RH)

ED 207 714

PS 012 434

Russell, N. And Others

Teachers as Evaluators Project: A Guide to Evaluation in the Kindergarten or Preschool.

Canberra Coll. of Advanced Education (Australia). Spons Agency—Australian Education Research and Development Committee, Canberra; Curriculum Development Centre, Canberra (Australia).

Pub Date—81

Note—36p.; Best copy available.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Curriculum Evaluation, *Evaluation Criteria, *Evaluation Methods, *Evaluative Thinking, Foreign Countries, Guidelines, Kindergarten, Parent Participation, Preschool Cur-

riculum, Preschool Teachers

Identifiers—*Australia

This document provides units to assist teachers and parents in evaluating kindergarten and preschool curricula. Preparing an evaluation and planning an evaluation are covered in units I and II. Two other units have been written as resource documents and present data-gathering methods and ways of reporting and using information. The authors stress that the units are not prescriptive and that they reflect only one approach to curriculum evaluation. The aim of unit I is to sharpen awareness of the procedures involved in the evaluation process at the kindergarten level; it is anticipated that a broad overview of evaluation as well as the identification of an issue or area for evaluation will be obtained upon completing the unit. The aim of unit II is to increase understanding of issues and implications when planning an evaluation; it is anticipated that a clear outline of evaluation steps will be achieved upon completing the unit. There is a clear need for a workshop leader, according to the authors, and group work is recommended when large numbers of teachers are involved. The extent of participants' experience will dictate how the material is best presented. (Author/DB)

ED 207 715

PS 012 436

Waddell, Kathleen J.

Hyperactivity as a Personality Disorder.

Pub Date—Aug 81

Note—9p.; Paper presented at the Annual Meeting of the American Psychological Association (89th, Los Angeles, CA, August 24-28, 1981).

Pub Type—Opinion Papers (120) — Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adolescents, *Etiology, *Hyperactivity, *Males, *Personality Problems, Research Problems, *Self Concept

While hyperactivity in children has been alternately viewed as a form of minimal brain dysfunction, as a behavior disorder, or as an attention deficit disorder, recent findings on hyperactive adolescents and adults suggest that hyperactivity can be better understood as a personality disorder. Striking similarities appear when characteristics of the male personality and the symptoms of hyperactivity, which occur in a ratio of 10 males to one female, are compared. Male traits (such as high activity level, daring, impulsivity, low impulse control, aggression, antisocial behavior, difficulties in delaying gratification, overreaction to frustration, dominance, defensiveness, and deception) in an exaggerated and maladjusted form combine with attention deficits to constitute a personality disorder. Findings of recent research indicate that symptoms of hyperactivity do not disappear in puberty. Rather, symptoms shift from academic and learning difficulties to social and self-concept problems. In comparison to matched peer-group controls, the self-image of the hyperactive adolescent has been found to be that of an inadequate person who continues to experience problems of adaptation. Most research on hyperactivity has been concerned with establishing and verifying the efficacy of different drug treatments, yet long-term follow-up studies on drug treatment show no long-term treatment effects. Additionally, no consistent and reliable evidence for the etiological theories of minimal brain damage have been verified. (Author/RH)

ED 207 716

PS 012 437

Gilbert, Lucia A.

Future Parenting: What Issues Need Attention?

Pub Date—Aug 81

Note—16p.; Paper presented at the Annual Meeting of the American Psychological Association (89th, Los Angeles, CA, August 24-28, 1981).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Bias, Employed Parents, Parent Responsibility, *Parent Role, *Research Needs, *Research Problems, Sex Role, Social Change

Identifiers—*Parenting

In addition to problems of instrument selection and interpretation and problems associated with sampling procedures, psychologists' person-blame interpretations of social problems (interpretations that call for change in individuals and ignore needs for systemic change) and gender beliefs (such as assumptions about women and motherhood, men and power) present obstacles to meaningful research on parenting. These obstacles are specific

instances of the general problems of the influence of assumptions about reality on scientific inquiry and bias in the conduct of research. Future parenting research should employ the Parental Role Scales (PRS), an instrument focusing on parental role perceptions in dual-working families and on the way perceived parental role demands are met in these families. The PRS can be used to study situational, personal, and attitudinal parenting variables, as well as to explore the influence of social changes on parents' enactment of roles and to assess theories which predict differential enactment of roles for mothers and fathers. (Author/RH)

ED 207 717 PS 012 438

Prinz, Ronald J.

Differential Characteristics for Hyperactive Children High and Low on Aggression.

Pub Date—Aug 81

Note—8p.; Paper presented at the Annual Meeting of the American Psychological Association (89th, Los Angeles, CA, August 24-28, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Aggression, *Child Rearing, Early Childhood Education, *Elementary School Students, *Hyperactivity, Intervention, Perinatal Influences, *Predictor Variables, *Prenatal Influences, Punishment

Identifiers—*Parenting

To determine which of several variables best predict aggression in hyperactive children, 38 hyperactive first-, second-, and third-graders were assessed for 12 consecutive school days on 11 behaviors associated with aggression. Behavioral items on the criterion measure, the Daily Behavior Checklist, were summed and then averaged over the 12 days to produce a daily aggression score. Predictor variables included parents' marital conflict, deficits in sustained attention toward children, events during the mother's pregnancy and delivery, parental child-rearing skills, and neuropsychological factors. Daily aggression correlated .36 (13% of variance) with measures of marital and family discord, .40 (16% of variance) with attention performance variables, .57 (33% of variance) with neuropsychological variables, .53 (28% of variance) with prenatal and birth variables, and .54 (29% of variance) with parental variables. Because of the great number of neuropsychological variables, the authors warn that the correlation between those factors and daily aggression be interpreted with caution. The strongest predictor variables from each of the domains were combined in a final regression analysis. Among the strongest individual predictors were the mother's variable level of knowledge of behavioral principles, accidental jarring of the fetus during pregnancy, suspected birth complications, and intensity of the mother's punishment of the child. Preliminary results point to parental child-rearing habits as a potential factor in the existence of aggression in young children. It is suggested that events during pregnancy and delivery have an effect on aggression as well. (Author/RH)

ED 207 718 PS 012 439

Turner, Ralph R. Boulter, Linda K.

Predicting Social Competence: The Validity of the PIPS.

Pub Date—Aug 81

Note—16p.; Paper presented at the Annual Meeting of the American Psychological Association (89th, Los Angeles, CA, August 24-28, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Observation Techniques, Early Childhood Education, Grade 1, *Interpersonal Competence, Kindergarten, Longitudinal Studies, Predictive Measurement, *Preschool Children, Problem Solving, *Rating Scales, *Student Adjustment, Student Behavior, *Test Validity

Identifiers—*Project Head Start

The validity of the interpersonal cognitive problem solving (ICPS) skills model of children's adjustment was investigated (1) by determining whether ICPS skills demonstrated during preschool predicted teacher ratings of adjustment in school during the next two years and (2) by assessing the objectivity of teacher ratings of adjustment through the use of direct observations of children's behavior. Subjects in the first phase of the study were 23 white kindergarten children who had been administered the preschool interpersonal problem solving (PIPS)

test while attending Head Start programs. Total data consisted of Head Start PIPS scores, kindergarten teacher behavior adjustment and social competence ratings for all 23 children, and scores on observation measures taken 1 year later for 14 of the subjects. Results substantially support the predictive validity of the PIPS test. Trends in the data suggest that teachers' perceptions of children's adjustment can be verified by observation and that both teacher perceptions and observable behavior can be predicted by the PIPS test. It is concluded that the ICPS model may prove to be an important assessment and training tool for developing social competence in young children. Measures used are appended. (Author/RH)

ED 207 719

Bekerman, Roslyn, Comp.

The International Directory of Child Development

Research.

Hofstra Univ., Hempstead, N.Y. New Coll.

Pub Date—[80]

Note—116p.

Pub Type—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Child Development, Disabilities, *Health, International Organizations, *Learning Processes, *Personality Development, Play, Private Agencies, Public Agencies, *Research, *Social Behavior

This preliminary edition of the International Directory of Child Development Research includes listings for 45 nations. Entries are grouped in the following sections: intranational organizations, international organizations, private institutes, and handicapped children. Names of contact persons, addresses, and institutional affiliations are provided, as well as index terms indicating the focus of research activities at the cited institutions. (Author/RH)

ED 207 720

Way, Wendy L. Nitzke, Susan A.

Techniques for Meeting Nutrition Education Needs.

Home Economics Education Association, Washington, D.C.

Report No.—HEEA-A-261-08450

Pub Date—81

Note—32p.

Available from—Home Economics Education Association, 1201 Sixteenth Street, Northwest, Washington, DC 20036 (\$3.50; no shipping charge on pre-paid orders).

Pub Type—Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adolescents, Adult Education, Athletes, *Educational Needs, Educational Resources, Elementary Secondary Education, *Health Needs, *Learning Activities, *Learning Experience, *Nutrition Instruction, Preschool Education, Special Programs, Teaching Guides, *Teaching Methods

This publication provides an overview of the nutrition needs of five population groups: preschool and elementary school-age children, adolescents, adults, athletes, and persons with special nutritional and educational needs (including those with problems of overweight, sugar and salt consumption, and food allergies). Goals and learning experiences appropriate for helping meet these needs are suggested, and several resources for teachers of and learners in each of the groups are listed at the end of each section. (MP)

ED 207 721

Balk, David Edward

Sibling Death During Adolescence: Self Concept and Bereavement Reactions.

Spons Agency—Illinois Univ., Champaign. Coll. of Education.

Pub Date—81

Note—320p.; Ph.D. Thesis, University of Illinois at Urbana-Champaign.

Available from—University Microfilm International, Dissertation Copies, P.O. Box 1764, Ann Arbor, MI 48106 (Contact publisher for price).

Pub Type—Reports - Research (143) — Dissertations/Theses - Doctoral Dissertations (041)

Document Not Available from EDRS.

Descriptors—*Adolescents, Age Differences, *Death, Emotional Adjustment, *Emotional Problems, *Emotional Response, Family Problems, Family Role, Grief, Interviews, Parent

Child Relationship, Peer Relationship, Questionnaires, *Self Concept, Sex Differences, *Siblings Identifiers—*Bereavement

This study was designed to investigate bereavement reactions and self-concept in 33 white middle and upper-middle class adolescents (14 to 19 years old) whose siblings had died. Participants completed the Offer Self Image Questionnaire for Adolescents (SIQ) and were interviewed regarding bereavement and self-concept. Specific bereavement variables investigated were emotional responses; preoccupation with images of the deceased; effects on normal living and school work; anniversary reactions; hallucinations; thoughts of suicide; relationships with peers, siblings and other family members; reactions during siblings' terminal illness; and means of accepting the death. Specific self-concept variables investigated were perceptions of change in self since the death; self-concept with regard to family, peers, and self; moral and religious beliefs; school work; sibling relationships; and relationships with parents and other family members.

Among the results were the following: (1) females tended to experience enduring feelings of confusion; (2) anger about the death tended to occur with 17- to 19-year-old rather than 14- to 16-year-old adolescents and was more likely in adolescents from less coherent families; (3) perceptions of greater family cohesiveness were associated with shock, numbness, loneliness, and fear when the death occurred, while perceptions of less family cohesiveness were associated with guilt and anger; (4) grades and study habits changed and in nearly all cases became worse; and (5) based on clinical judgments and supported by the study data, it was concluded that most participants eventually fared well—they improved their school work, developed positive relations with parents and peers, and felt more mature. Forms of the letter to obtain participants and the report sent to participants are appended, along with the questionnaire and the SIQ form and coding sheet. (Author/MP)

ED 207 722

Feldman-Rotman, Susan And Others

The Dual-Profession Family and Children's Sex-Role Preferences.

Pub Date—Aug 81

Note—11p.; Paper presented at the Annual Meeting of the American Psychological Association (89th, Los Angeles, CA, August 24-28, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Androgyny, Children, *Employed Parents, Employed Women, *Females, *Males, Parent Child Relationship, Parent Role, Professional Personnel, Sex Differences, *Sex Role, *Socialization

Identifiers—*Dual Career Family, Identity Models

Two contrasting predictions regarding the effects of dual- versus single-career marriage on children's sex-role identification were tested: (1) the relative lack of sex-role differentiation in dual-career marriages should promote relatively androgynous sex-role identification in children from such families; and (2) the presence of two "masculine" models in dual-career families should promote relatively masculine identification. Results indicated that both boys and girls in dual-career families were more masculine in their identification than were their counterparts in single-career families. Additional results demonstrated that mothers in the dual-career family tended to be less feminine in their sex-role orientation than in the single-career family; husbands from the two family types did not differ in their orientation. A double standard appeared in the socialization of children from dual-career families. Mothers particularly seemed tolerant of masculine preferences in daughters but intolerant of feminine preferences in sons. Because the findings in this study pertain only to the professional class it is noted that further research is needed to extend the generality of the phenomenon uncovered in this study to other occupational backgrounds and classes. The findings may presage a profound shift in societal values which will become increasingly apparent in the next generation of parents. (Author/DB)

ED 207 723 PS 012 456

Rosen, Robert H.
Children's Perception of Support Inventory.
Children's Hospital, National Medical Center,
Washington, D.C.

Pub Date—Aug 81

Note—17p.; Paper presented at the Annual Meeting of the American Psychological Association (89th, Los Angeles, CA, August 24-28, 1981). Best copy available.

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, Age Differences, Children, *Coping, *Family Environment, Helping Relationship, *Interpersonal Relationship, Locus of Control, *Measures (Individuals), *Peer Relationship, Test Reliability, Test Validity

Identifiers—Networks (Persons), *Social Support

The Children's Perception of Support Inventory (CPSI) which assesses the extent to which children perceive their families and peer networks as understanding, responsive, and supportive is described. This measure was constructed (1) to differentiate children on family and peer-support scales and to demonstrate the relationship between the perception of support and help-seeking behavior, and (2) to investigate whether a child's perception of support from family and peers changes with age. The means for selecting the CPSI items is detailed: three independent measures were reviewed, five judges determined how appropriately each of 100 items characterized children's help-seeking behavior following a crisis, and the experts' judgments were used to compile the CPSI. The 45 items selected measure the extent to which children perceive their families as helpful and supportive, the degree to which friends are perceived to give support, and the extent to which children believe external or internal factors control their lives. Directions for scoring the measure are provided, and psychometric procedures used to establish reliability and validity are described. Norms for age groups, as well as a guide for interpreting results, are given. (Author/DB)

ED 207 724 PS 012 457

Head Start: An Effective Program But the Fund Distribution Formula Needs Revision and Management Controls Need Improvement. Report to the Congress of the United States by the Comptroller General.

Comptroller General of the U.S., Washington, D.C. Report No.—HRD-81-83

Pub Date—23 Jul 81

Note—107p.

Available from—U.S. General Accounting Office, Document Handling and Information Services Facility, P.O. Box 6015, Gaithersburg, MD 20760 (First 5 copies free of charge; Additional copies, \$1.00 each, 25% discount on orders of 100 or more copies. Make check payable to Superintendent of Documents).

Pub Type—Reports - Evaluative (142) — Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Economically Disadvantaged, *Educational Administration, Educational Legislation, Educational Planning, *Educational Quality, Enrollment Rate, *Finance Reform, Financial Needs, *Government Role, Organizational Effectiveness, *Preschool Education, Program Costs, *Program Development, Program Effectiveness, Staff Utilization

Identifiers—*Project Head Start

This report from the Comptroller General to the United States Congress finds Head Start to be an effective program whose fund distribution formula needs revision and whose management controls need improvement. Head Start's funding for enrollment and operating costs increased significantly between 1977-81. However, these funding increases were not matched by sustained nationwide efforts to increase enrollments and maintain high program quality. Program quality is considered threatened by a trend among grantees to reduce services. It is recommended that Congress revise the method of distributing funds in order to assure that adequate funding increases are made available to grantees prior to the authorization to increase enrollments. Improvements needed in Head Start's partially completed system of management control are suggested; included is discussion of possible changes in planning, the management information system, program monitoring and federal staffing, and administrative support. Appendices record grantees and regional offices of the Department of Health and

Human Services visited by the General Accounting Office, detail estimated unmet needs by States, and estimated average cost per child in Head Start full year and parent and child centers, indicate distribution of annual Head Start appropriations, and list data collection instruments and previous General Accounting Office reports on Head Start. (Author/DB)

ED 207 725 PS 012 458

Mukhopadhyay, Sudesh Chugh, Amarjeet
Developing a Strategy for Minimizing Underachievement Through Teacher Classroom Behavior.

Pub Date—[79]

Note—17p.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Anxiety, Classroom Communication, Classroom Environment, Elementary Education, Elementary School Students, *Elementary School Teachers, Foreign Countries, *Intervention, Overachievement, Pretests Posttests, *Student Teacher Relationship, *Teacher Behavior, *Training, *Underachievement

Identifiers—*India, Trust

Elementary school teachers were trained in specific classroom behaviors designed to improve student achievement. Effects of the training were measured primarily in terms of academic outcomes for underachievers; outcomes for normal and overachieving students were also examined. In addition to a focus upon achievement, the study was also designed to examine effects of teacher influence on school anxiety and classroom trust. Pupils' levels of academic achievement were identified (1) by calculating percentile ranks for intelligence and scholastic performance and (2) by grouping as under- and overachievers those students whose two percentile ranks significantly differed. Teachers were trained to provide more positive feedback, to understand the needs of underachievers, and to involve more students in classroom discussion. Actual classroom demonstration lessons enabled the teachers to observe the training concepts in operation. Analysis of variance and t-tests were used to test the efficacy of training. Results indicated that training led teachers to increase positive feedback with students and decrease negative feedback. Academic achievement improved for all but the overachievers, classroom trust increased, and school anxiety decreased. (Author/DB)

RC**ED 207 726 RC 012 650**

Owston, Ronald D. MacIver, Donald A.
An On-Campus, Off-Campus Model for Native Indian Teacher Education.

Pub Date—Apr 81

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 1981).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Education, *American Indian Education, American Indians, *Canada Natives, Demonstration Programs, *Extension Education, External Degree Programs, Field Instruction, Foreign Countries, Higher Education, *Nontraditional Education, *Rural Education, Student Financial Aid, Student Teacher Supervisors, Student Teaching, *Teacher Education Programs

Identifiers—*University of New Brunswick

Designed essentially for native paraprofessionals in order to meet a shortage of native teachers, a three-week on and five-week off-campus cycle program for Canadian Indian teacher education at the University of New Brunswick allows students to obtain degrees for teaching certification in four academic years and three summers. The participants (mainly women with families), who are employed in federal or provincial schools as teacher aides or education workers, travel from reserves to university for the on-campus cycle, and professors from regular teacher education departments of the universities travel to the reserves to conduct weekly tutorial classes during the five-week off-campus period. The program, funded by the Department of Indian Affairs and administered and supervised by university faculty, entitles all status Indians in the program to

textbook, travel, and accommodation allowances from the Department. External evaluations, professional instruction, comparisons of students with those in other regular university programs, and rigid student teaching requirements maintain the same educational standards as those in the regular university programs. Results of the four-year-old program seem positive in terms of student social and intellectual growth, dropout rate, and student teaching performance. (JD)

ED 207 727 RC 012 784

Guskin, Judith T.

Bilingual Education Community Study: Implementing Bilingual Education in an Urban Midwestern Context.

Pub Date—16 Apr 81

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 16, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adjustment (to Environment), *Bilingual Education, Blacks, *Community Attitudes, Community Study, *Cultural Influences, Educational Change, Elementary Secondary Education, Equal Education, *Ethnic Relations, *Hispanic Americans, Local History, Mexican Americans, Mexicans, Migration Patterns, Political Influences, Puerto Ricans, Spanish Speaking, Urban Areas, Urban Culture, *Urban Education

Identifiers—Bilingual Programs, *Wisconsin (Milwaukee)

Historical, linguistic, cultural, and political variables are important in understanding the development and implementation of Milwaukee urban bilingual education programs, established in 1969 and including kindergarten through 12th grades at 11 elementary and 4 secondary schools. Hispanics comprise 6% of school enrollment (5,334 pupils, of whom over 2,200 are in bilingual programs) including students directly from Mexico and Puerto Rico; those who followed step migration from the Southwest, East, or other midwestern cities; and many born in Milwaukee who have limited English proficiency or whose parents desire them to become fully bilingual. Over 70% of Milwaukee's Hispanics reside in one of three areas in the city. Bilingual programs in neighborhood schools are seen as essential to building community pride. The history of other ethnic groups in some now predominantly Hispanic areas, and the image Milwaukeeans have of their city as an ethnic city of good will may affect support for bilingual programs. The black drive for educational equity has used various strategies to confront those who hold power and to gain resources for community programs; this, among other things, has led to growing consciousness and increasing cohesiveness in the Hispanic community which have made implementation of educational reform possible. (AW/MH)

ED 207 728 RC 012 787

Reservation School Districts. Report of the Annual Indian Town Hall (6th, White Mountain Apache Reservation, Arizona, December 6-7, 1978).

Arizona Commission of Indian Affairs, Phoenix.

Pub Date—5 Apr 79

Note—77p.

Pub Type—Collected Works - Proceedings (021) — Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Agency Cooperation, *American Indian Education, *American Indian Reservations, American Indians, Court Litigation, Educational Finance, Educational History, *Educational Planning, Elementary Secondary Education, Federal Aid, *Federal Indian Relationship, Federal Legislation, Parent Participation, School District Autonomy, School Districts, State Aid, State Legislation, *State School District Relationship, Tribes

Identifiers—*Arizona, Elementary Secondary Education Act, Indian Education Act 1972, Johnson O'Malley Act

Forty-four representatives of American Indian tribes and the state of Arizona participated in the 2-day conference on reservation school districts. Terrance Leonard explained the legislative history and workings of Johnson-O'Malley funding, described supplementary Johnson-O'Malley programs, and commented on the Indian Education Act. Dr. Kenneth Ross traced the history of federal legislation regarding Indian tribes and groups, with

emphasis on PL 95-561, its 15 Titles, and how each Title affects Indian school districts. He also explained Title X in relation to the Impact Aid Law. Carolyn Warner, Superintendent of Public Instruction, submitted a statement regarding how state aid is determined. Wayne Pratt explained Title XI Parts A, B, and C in detail. David Rich gave an overview of significant opinions on education from the Arizona Attorney General's office and explained how to obtain opinions. Arizona State Senator Arthur Hubbard explained the state's legislative process and how to contribute to legislative decision-making. Wesley Bonito urged that Arizona Indian organizations and tribal leaders support local control of education, and commented on the 1980 Census, the proposed "Sunset Legislation," and the need for a clearinghouse for Indian education information. Representatives from several tribes gave their reactions and views on Indian education. (SB)

ED 207 729

RC 012 886

Molohon, Kathryn Theresa

The Adjustment of Native American Students to Public Schools in the East San Francisco Bay Area.

California Univ., Berkeley.

Spons Agency—National Inst. of General Medical Sciences (NIH), Bethesda, Md.

Pub Date—77

Grant—GM-1224

Note—389p.; Some pages may be marginally legible due to poor print quality.

Pub Type—Dissertations/Theses - Doctoral Dissertations (041) — Reports - Research (143)

EDRS Price - MF01/PC16 Plus Postage.

Descriptors—*Adjustment (to Environment), American Indian Education, American Indian Reservations, *American Indians, Cultural Influences, Educational Experience, Elementary Secondary Education, Extended Family, *Family Influence, Migration Patterns, Public Schools, Relocation, Reservation American Indians, *Rural to Urban Migration, Rural Urban Differences, Social Influences, *Student Adjustment, Urban American Indians, *Urban Environment, Urban Youth

Identifiers—Oakland Unified School District CA, Richmond Unified School District CA

Adjustment of American Indians to a major urban institution, exemplified by public schools, and adaptations to urban life in general were examined, using data collected between 1965 and 1969, and focusing on intensive observations of 24 randomly-selected American Indian students (19 high school, 5 elementary) attending East San Francisco Bay Area public schools during 1968-69. Most students were adjusted to school; only three were unadjusted. Emotionally-supportive relationships within local domestic units and with extended kin on home reservations and elsewhere were primary in determining adjustment to public schools and urban life. Many families were flexible, extended family groupings, composed of a variable number of visiting kin, besides a central core of kin; many had more than one person in the labor force. Children were frequently subject to multiple parenting and movement between domestic units in the city and on reservations, encouraging strong emotional ties between geographically dispersed kin. Absence of domestic affect often led to personal and emotional disorganization, especially apparent among unadjusted students. Most Indian families were adjusted to urban life. Appendices include data on American Indians in the Bay Area, the interview form, general characteristics of the student sample, Strong Vocational Interest Blank scores, and a 20-page bibliography. (AW)

ED 207 730

RC 012 888

Felice, Lawrence G.

Bilingual Education and Affective Outcomes: The Past Ten Years and the Mexican American Experience.

Pub Date—May 81

Note—24p.; Paper presented at the Annual International Bilingual Bicultural Education Conference (10th, Boston, MA, May 1981).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Affective Behavior, Attitude Change, Attitude Measures, Biculturalism, *Bilingual Education, Cognitive Development, Cultural Background, Definitions, Elementary Secondary Education, *Literature Reviews, *Mexican Americans, *Multicultural

Education, Research Problems, *Self Concept, Self Esteem, Social Science Research, Spanish Speaking

Identifiers—Chicanos

A review of research literature on whether Spanish bilingual, bicultural programs enhance self-concept and whether any relationship exists between enhanced self-concept and improved academic achievement also describes research problems and potential solutions. Theories of importance of self-concept as a determinant of achievement, particularly with minority/bilingual students, are briefly covered. Research findings are presented on whether self-concept improvements lead to improved achievement (result: self-concept and achievement appear so interdependent that precise relationships are difficult to distinguish) and whether bilingual programs enhance self-concept of Mexican Americans, as well as whether Mexican American students need to have their self-concepts enhanced (results: effects of bilingual programs in improving self-concept have been mixed; Mexican Americans do not have poor self-concept). Problems contributing to the mixed results are listed: lack of agreement on appropriate measures of student affect; varying definitions and measures of self-concept; differing definitions of bilingual education and lack of equivalence between bilingual programs being compared; researchers' attempts to prove qualitative affective changes by using data from short-term quantitative studies; and schools' use of a meritocracy ideology to validate maintenance of social inequality. Potential solutions are given: rediscovery of the validity and importance of qualitative research, and redirection of evaluation by recognizing differing cognitive styles. (MH)

ED 207 731

RC 012 893

Kennedy, J. A.

Rural Youth: Images from West Dorset. A Study of Young People in a Rural Area and the Extent of Youth Service Provision Afforded Them.

Pub Date—Jun 81

Note—163p.; Some pages may be marginally legible due to poor print quality.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Adolescents, Alienation, Cultural Isolation, Cultural Opportunities, *Delivery Systems, Demography, Elementary Secondary Education, Employment Opportunities, Foreign Countries, Leisure Time, Needs Assessment, Part Time Employment, Program Effectiveness, Quality of Life, Questionnaires, *Recreational Activities, Rural Areas, *Rural Youth, *Social Isolation, Social Structure, Sociocultural Patterns, *Socioeconomic Influences, Youth Clubs, *Youth Employment, Youth Opportunities, *Youth Programs

Identifiers—*England

A study of youth and the Youth Service in rural West Dorset (England) to determine what work and recreational opportunities are available, how youth view their adolescent years, and how the Youth Service is helping them adjust to adulthood, indicates that within the present system youth are afforded few considerations. Many become alienated. Many local adolescents have a low social status. Television and magazines give false impressions of the outside world. Because West Dorset is a tourist area, only seasonal employment demand for youth exists. Towns have enough organizations for adolescents, but the needs of older adolescents and children up to age 14 are not being met as well in the villages, because of distance and time involved in getting to available organizations. For a more meaningful Youth Service, there must be more personal contact with adolescents (face work), improvement in general communications (particularly an inter-agency team approach), and decentralization of current administrative/support systems. Implementation of these recommendations would increase the amount of youth work activity, especially in villages. More development of the Youth Service is necessary to bring about social and political changes which will benefit youth. Additionally, the whole rural problem for the United Kingdom needs attention. (CM)

ED 207 732

RC 012 896

Education of Disadvantaged Groups and Multiple Class Teaching: Studies and Innovative Approaches. Report of a Study Group Meeting (Jakarta, November 17-26, 1980).

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

Pub Date—81

Note—100p.; Paper copy not available due to publisher's preference.

Available from—UNIPUB, Box 433, Murray Hill Station, New York, NY 10016.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Access to Education, Community Involvement, *Comparative Analysis, Cultural Awareness, Disadvantaged Environment, *Disadvantaged Youth, Economically Disadvantaged, *Educational Innovation, *Educationally Disadvantaged, Elementary Secondary Education, Foreign Countries, Inservice Teacher Education, Learning Problems, *Multigraded Classes, Program Implementation, Rural Areas, Small Schools, Teacher Education, *Teaching Methods

Identifiers—India, Indonesia, Korea, Maldives, Nepal, Philippines, Sri Lanka, Thailand

Participants from India, Korea, Maldives, Nepal, Thailand, the Philippines, Sri Lanka, and Indonesia met to formulate strategies and develop alternative methods of teaching multiple classes and educating disadvantaged groups. Activities of the Study Group Meeting included four phases: presentation and discussion of country experiences relating to problems and learning difficulties encountered in teaching multiple classes and in educating disadvantaged groups, and the national efforts and initiatives employed in solving such problems; review and analysis of innovative methods of teaching multiple classes and educating disadvantaged groups; group work to develop strategies and alternative methods; and visits to schools which enabled participants to observe multiple class teaching. For a comparative analysis of innovative methods in teaching multiple classes and disadvantaged groups, the following aspects were considered: rationale for organization of multi-grade/multiple classes; forms and types of multiple classes and disadvantaged groups; innovative projects/programmes; policies and linkages in the implementation of such programmes and projects; and the relationship between multiple classes and the disadvantaged groups as perceived by participants. Participating countries discussed and analyzed 26 innovative projects being implemented in their countries and came up with more alternative and innovative projects to be tried. (CM)

ED 207 733

RC 012 898

Fowler, Clifford F.

The Transport Requirements of P.C.A.P. Field Staff in the South-West and Central Priority Country Areas. Priority Country Area Program Evaluation Series: Report No. 7.

Priority Country Area Program Office, Brisbane (Australia).

Spons Agency—Australian Schools Commission, Canberra.

Report No.—ISBN-0-7242-0739-2

Pub Date—Apr 80

Note—43p.; Some maps may not reproduce clearly due to small print size. For related documents, see ED 184 760-762.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Cost Effectiveness, Distance, Elementary Secondary Education, *Equipment Utilization, Itinerant Teachers, Mobile Educational Services, *Motor Vehicles, *Needs Assessment, *Outreach Programs, Remedial Teachers, Resource Teachers, *Rural Areas, Rural Education, Staff Role, Transportation

Identifiers—*Australia (Queensland)

General transport requirements of the Priority Country Area Program (PCAP) field staff in the South-West and Central Priority Country Areas in Queensland, Australia, (exceeding 320,000 and 150,000 square kilometers respectively) for 1978-79 were evaluated, with emphasis on: duties of PCAP staff and their consequent transport needs; existing provision and availability of PCAP transport; extent of vehicle use and cost of operation; adequacy and suitability of current transportation provisions; and issues for decision makers. South-West Area staff included: a project director, primary itinerant teachers, a secondary itinerant teacher, a recreation of-

ficer, two primary remedial/resource teachers, and an audio-visual maintenance officer. Central Area staff consisted of a project co-ordinator, a secondary resource teacher, and an audio-visual maintenance officer. Information obtained by analysis of records, interviews with staff, and participant observation of services indicated that for efficient deployment of PCAP itinerant staff, the minimum transportation requirement is generally a separate vehicle for each officer or team in the field. Results from surveys of vehicle use (many covering 31 consecutive days) are detailed in 9 tables; maps show the Priority Areas, distances covered in South-West Queensland, and location of schools; an appendix includes information on individual vehicles used by the staff. (AW)

ED 207 734 RC 012 900

Tajoya, Terry

What You Say After Hello: Pre-Service Orientation for Native Programs.

Pub Date—81

Note—10p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adjustment (to Environment), *Alaska Natives, American Indians, Bilingualism, *Communication Problems, *Cross Cultural Training, Cultural Awareness, Ethnicity, *Ethnic Stereotypes, Group Dynamics, *Orientation Materials, *Preservice Teacher Education, Program Development, Teacher Attitudes, Teacher Orientation

Four pre-service orientation exercises utilize both cognitive and affective approaches to foster positive attitudes and self-awareness among staff members working with Alaska Native students. While designed specifically for the Nome (Alaska) Public School Title VII program, the terminology could be readjusted easily to meet the needs of many American Indian, Asian American, Mexican American, or other bilingual and/or ethnic group programs. Plans for each activity detail objectives, time required, appropriate setting and participants, materials needed, and procedures. Exercise I creates interaction between Natives and non-Natives on a non-threatening level by requiring identification of Native language words for food. Exercise II develops awareness of hidden stereotypes by taking participants on a fantasy bus ride. Exercise III focuses on awareness of overt stereotypes through listing and discussing stereotypes of two participant groups. Exercise IV allows English-speaking participants to experience Native language problems in a bilingual setting. (NEC)

ED 207 735 RC 012 906

Fraite, Frank A.

The Education of Nonmetro Hispanics, Rural Development Research Report Number 31. Economic Research Service (DOA), Washington, D.C. Economic Development Div.

Pub Date—Sep 81

Note—26p.

Pub Type—Information Analyses (070) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Anglo Americans, Census Figures, Dropouts, *Educational Attainment, *Educational Status Comparison, Education Work Relationship, Elementary Secondary Education, *Employment Patterns, Enrollment, Functional Literacy, Higher Education, *Hispanic Americans, Low Income, Migrants, Non English Speaking, *Outcomes of Education, *Rural Population, Sex Differences, Socioeconomic Status, Spanish Speaking, Teacher Education, Unemployment, Urban to Rural Migration

Identifiers—Limited English Speaking, *Nonmetropolitan Areas, United States (Southwest)

By 1979, nonmetro Hispanics trailed Whites and metro Hispanics in rates of high school graduation, college completion, and functional literacy; their relative position for these worsened during the seventies, despite absolute gains. While nonmetro Hispanic school enrollments for ages 3-15 compared favorably with other groups in 1978, 36% of nonmetro Hispanic 16-24 year-olds were school dropouts, more than twice as many as nonmetro Whites. In 1977, 15% of Hispanic farmworkers 25 and older had more than an elementary education, compared with 74% of White farmworkers; income for nonmetro Hispanic men averaged \$3,000 less than for nonmetro White men; the corresponding deficit for women was \$1,245. In 1976, of five Southwestern states where most nonmetro Hispanics live, only

California had more than 50% of limited- and non-English speaking students enrolled in special language programs. In 1979, relatively few nonmetro Hispanic men (5.2%) and women (3.8%) had graduated from 4-year colleges; fewer nonmetro Hispanic males (19.4%) and females (40.4%, many of whom held clerical positions) held white-collar jobs than nonmetro White males (33.1%) and females (54.9%); unemployment rates for nonmetro Hispanics approached 10%. Heavy migration of Hispanics with little schooling from cities to nonmetro areas during 1975-1979 may partially account for differences in educational attainment of metro/nonmetro residents. (Author/MH)

ED 207 736 RC 012 908

Butler, Bill

Thirty-Third Annual Report of Indian Education in Eastern Oklahoma.

Oklahoma State Dept. of Education, Oklahoma City.

Pub Date—80

Note—55p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*American Indian Education, American Indians, Annual Reports, Elementary Secondary Education, *Enrollment Rate, Federal Aid, *Financial Support, Grievance Procedures, *Program Budgeting, *Program Costs, Program Descriptions, State Programs, Tribes

Identifiers—Johnson O Malley Act, *Oklahoma (East)

A narrative summary of program accomplishments, tabular data, and program guidelines comprise the annual report of the Johnson-O'Malley Indian Education Program (JOM) in eastern Oklahoma, which provides academic programs and educational support monies for eligible Indian students. Expenditures under the 1979-80 contract, totalling \$2,944,733.05 and serving 15,560 eligible Indian students from the Cherokee, Chickasaw, Choctaw, Creek, Osage, Seminole, and Northeast Tribes in 185 schools in 37 counties, are presented. Six tables detail expenditures for each county, special programs, educational support, projects, training workshops, state committee meetings, contract administration, and instructional expenses. The report includes Part 100 of the Indian Education Program Eastern Oklahoma Public School Contract, with five modification statements and the 1980-81 tentative budget, which calls for \$2,022,800 in expenditures. Exhibits present a summary of community input; grievance procedures; an equipment list; total enrollment and JOM Indian enrollment by county and school, and by tribe; a chart with names of JOM Program staff and map locations of Eastern Oklahoma tribes. (NEC)

ED 207 737 RC 012 909

New Mexico Dropout Study, 1976-1977.

New Mexico State Dept. of Education, Santa Fe. Evaluation, Assessment, and Testing Unit.

Pub Date—Sep 77

Note—37p.; Some tables may not reproduce clearly due to small print size. For related documents, see RC 012 954-955.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—American Indians, Black Students, *Dropout Characteristics, *Dropout Rate, Dropout Research, *Enrollment Rate, *Ethnic Distribution, *High Schools, Hispanic Americans, Literature Reviews, Public Schools, School Districts, Secondary Education, Sex Differences, *State Surveys, White Students

Identifiers—New Mexico

The study for 1976-77 identified 5,527 students (5.98% of the statewide enrollment of 92,423 for grades 9-12) as school dropouts. Surveys tallying dropouts and enrollment by grade, sex, ethnicity, and possible reasons for a student's decision to leave school were received from 152 schools in 86 districts. Districts reported dropout ranges from 13.6% to 0%; individual schools reported 19.1% to 0%; and alternative and evening high schools had rates from 59.6% to 10.2%. Data analysis indicated that American Indian students, who made up 7.5% of total enrollment but constituted 12.9% of total dropouts, were more than twice as likely to leave school as Anglo students. Percentages of total dropouts for other ethnic groups were: Spanish 43.7%; Anglo/Other 40.7%; Black 2.6%; and Oriental 0.1%. Dropout rates for grades 10 and 11 (62% of total dropouts) were significantly higher than for grades 9 and 12. The northwest and southeast regions had

less than half of the state's enrollment but nearly two-thirds of the dropouts. Suggested revisions for subsequent reports included clarification of definitions and directions. (AW/MH)

ED 207 738 RC 012 910

Montalvo, Frank F. And Others

The Mexican American Culture Simulator for Child Welfare. Technical Report.

Our Lady of the Lake Univ., San Antonio, Tex. Spons Agency—Department of Health and Human Services, Washington, D.C.

Pub Date—Jun 81

Grant—90-CW-1967

Note—19p.; Funded for 1979-1980 by the Children's Bureau, Dept. of Health and Human Services, as having national significance for improving services to the Hispanic community.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Anglo Americans, *Autoinstructional Aids, *Child Welfare, *Cross Cultural Training, *Cultural Awareness, Cultural Differences, Ethnic Relations, Hispanic American Culture, Independent Study, Learning Modules, *Mexican Americans, Problem Solving, Simulation, Social Differences, *Social Workers, Training Methods, Values

Identifiers—*Mexican American Culture Simulator, Texas (San Antonio)

Project staff and experienced child welfare personnel adapted the Culture Simulator to train child welfare caseworkers to have an empathic understanding of minority children and families in order to encourage and support ethnic identity, integrity, and community life. The training technique used 4 self-instructional modules containing 40 critical casework incidents (derived from discussions with 180 San Antonio, Texas, barrio residents) depicting misunderstanding between Mexican American clients and Anglo American child welfare workers due to differences in their sociocultural backgrounds. Trainees (27 non-Hispanic child welfare workers) were instructed to rank the 4 alternative explanations for the misunderstanding in each vignette according to the best-to-the-least preferred answer. Trainees were given the teaching volumes, each with a test form and rationales, in sequence. After reading the rationales in order of their answer selection, trainees scored their own tests. Results from trainees and 3 control groups (46 child welfare and family service workers tested with single volumes) indicated that significant cumulative learning took place, the technique was equally effective with experienced and inexperienced workers and for those with extensive exposure to the Mexican American community, and the best results were obtained when the modules were followed by discussions designed to integrate the knowledge gained. (Author/CM)

ED 207 739 RC 012 911

Coker, Dolores Muga

Motivating the Mexican-American Student Towards Higher Education.

Pub Date—81

Note—44p.; Revision of a 1976-77 paper.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Ability, Academic Achievement, *Academic Aspiration, Biculturalism, Bilingual Education, Bilingualism, Cultural Influences, Educational History, Elementary Secondary Education, Family Influence, Financial Problems, *Higher Education, Mexican American Education, *Mexican Americans, *Motivation Techniques, Multicultural Education, Outcomes of Education, Socioeconomic Influences, *Student Motivation, Student Recruitment, Teacher Attitudes, *Teacher Role

Identifiers—Bilingual Programs, *United States (Southwest)

Definitions of "bilingualism" and "biculturalism" and a brief history of the development of the Bilingual Education Act are followed by a discussion of various factors that influence the educational outcomes and aspirations towards higher education of Mexican American students in the southwestern United States, particularly California and Texas. Some of the more important historical and socioeconomic factors that relate to Mexican Americans are covered, with emphasis on the family and traditional ties of family members and corresponding roles. A summary of some of the bilingual education programs and their results is followed by observations on some major obstacles to achievement for

the Mexican American student. The role of the teacher is emphasized as the key to the motivation and higher aspirations of Mexican American students. How teacher attitudes influence student performance is described and effective teaching characteristics are reviewed: teachers must be liberally and humanely educated to promote humanized teaching; they must have a positive and encouraging attitude and should be capable of warmth, kindness, understanding, and flexibility. (CM)

ED 207 740 RC 012 914
Student Rights and Responsibilities. Derechos y Responsabilidades de Estudiantes.
Washington Office of the State Superintendent of Public Instruction, Olympia.
Pub Date—Jan 76
Note—22p.

Language—English; Spanish
Pub Type—Guides - Non-Classroom (055) — Translations (170)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Attendance, *Board of Education Policy, Civil Rights, *Discipline Policy, *Due Process, Educational Policy, Elementary Secondary Education, Equal Education, Expulsion, *Mexican American Education, Mexican Americans, Parent School Relationship, Spanish Speaking, State Boards of Education, *Student Responsibility, *Student Rights, Suspension
Identifiers—*Washington

Developed to enable teachers, counselors, and administrators in local school districts to provide Mexican American parents and students with needed information regarding student rights and responsibilities, this Spanish translation for the state of Washington provides general information concerning state regulations which school districts and students are mandated to fulfill. The information, also provided in English, covers the rules and regulations regarding school attendance; use of motor vehicles; detention of pupils after the regular hours for dismissal; adoption of written rules by school district board of directors; constitutional and citizenry rights of students; expulsion, suspension, and readmission provisions; pupil disciplinary boards; delegation of authority to suspend or expel; expulsion or suspension hearings; and procedures for appealing action regarding discipline, suspension or expulsion. A brief forward in English is followed by a more extensive preface in Spanish, which includes brief definitions of 21 terms and phrases used in the regulations. (CM)

ED 207 741 RC 012 915
Buriel, Raymond
Acculturation and Biculturalism among Three Generations of Mexican American and Anglo American School Children.
Pub Date—[81]

Note—17p.
Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Acculturation, Anglo Americans, *Biculturalism, *Bilingual Education, Bilingual Teachers, Comparative Analysis, *Cultural Awareness, Cultural Exchange, *Ethnicity, Grade 2, Grade 3, Mexican American Education, *Mexican Americans, Primary Education, Second Language Instruction, Spanish Speaking, Suburban Youth
Identifiers—*California (South)

Acculturation and biculturalism of four populations (first-, second-, and third-generation Mexican American school children, and a comparison group of Anglo American children) were measured by teacher ratings of classroom behavior, using the Bicultural Identity/Respect for Cultural Differences Scale, developed expressly for use in bilingual/bicultural programs where instruction is in English and Spanish and children have opportunities to role-play characters of different cultural backgrounds. The 80 second and third graders (ages 7 to 9) were divided equally by sex and grade into each of the 4 groups. All subjects, enrolled in a semi-rural/suburban elementary school in Southern California, participated in the school's bilingual/bicultural Follow Through Program, with instruction in both English and Spanish. Results showed that of the three Mexican American groups, third-generation children were most similar to Anglo American children in their levels of acculturation with both Mexican American and Anglo American cultures. Although first-generation children were most strongly identified with Mexican American culture, they were also the most bicultural. Except

for third-generation children, the trend was for all groups to be bicultural. Analysis showed no significant sex differences. Findings are discussed in terms of their implications for the development of a bicultural identity. (AW)

ED 207 742 RC 012 916
The Native Courtworker and Counseling Association of British Columbia. Annual Report, 1980-81.

Native Courtworker and Counseling Association of British Columbia, Vancouver.

Pub Date—81
Note—44p.; Paper copy not available due to small print size.

Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—American Indian Education, American Indians, *Canada Natives, Correctional Rehabilitation, Courts, Crime, *Due Process, *Equal Protection, Foreign Countries, *Legal Aid, *Legal Assistants, Legal Education, Legal Problems, Legal Responsibility, Prevention, Sensitivity Training, Tribes

Identifiers—*British Columbia, *Crime Prevention
The Native Courtworker and Counseling Association of British Columbia, with objectives of providing courtworker services for Native Indians charged with offenses; supplying information on legal rights, responsibilities, and operation of the justice system; and reducing the number of Native people in conflict with the law, handled 4,860 Native clients on 6,933 charges during 1980-81. Most frequent offenses were: drinking-driving, 1,427; theft, 1,356; robbery, breaking and entering, 696; and motor vehicle, 671. Sentences delivered most often were: fines, 2,470; probation, 1,637; and prison terms, 1,115. Besides court cases, Association services included: courtworkers who also functioned as correctional officers; providing five Prison Liaison counsellors; problem prevention at the community level; familiarizing police and others with Native culture and history through sensitization workshops; providing community legal education; and employing a consumer education consultant. Included is a progress report on the Local Employment Assistance Program which trains Native persons in skills for employment as courtworkers or in other Native social service work organizations. Also given are a map showing membership regions and location of courtworkers, listings of principal bands and communities, an organizational chart, biographies of the Board of Directors, staff names and addresses by region, bylaws of the Association, and the auditors' report. (AW)

ED 207 743 RC 012 917
Gandara, Patricia
Chicano Scholars: Against All Odds.
Rand Corp., Santa Monica, Calif.
Report No.—Rand-P-6567
Pub Date—Dec 80

Note—12p.; Paper copy not available due to publisher's preference. Paper presented at the Annual Meeting of the Society of Chicanos and Native Americans in Science (Albuquerque, NM, November, 20-22, 1980).

Available from—The Rand Corporation, 1700 Main Street, Santa Monica, CA 90406 (\$3.00).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Achievement, Biculturalism, *College Graduates, Cultural Context, Degrees (Academic), Family Characteristics, *High Achievement, Higher Education, Individual Characteristics, Mentors, *Mexican Americans, *Motivation, Parent Attitudes, *Parent Influence, Role Models, Socioeconomic Background, Spanish Speaking, Student Attitudes, Success, Work Attitudes

Identifiers—Chicanos

To ascertain why some Mexican Americans achieve despite the record that less than 60% of all Hispanics complete high school and earn only 2% of all bachelor's and 1% of all doctoral degrees, retrospective interviews provided data on 10 dimensions of background characteristics of 45 Chicano "invaluable." One-third were females; all were 40 years old or less, possessed a J.D., M.D., or Ph.D. from a recognized university, and came from families in which neither parent had completed high school or held a job higher than skilled laborer. Salient find-

ings indicated: all subjects translated parental regard for the work ethic to their school work; half viewed their mothers as the dominant, supportive figure in the home; almost two-thirds attended highly integrated (Anglo) schools, competing successfully against students representing the dominant society; by high school, 82% were considered "college material"; most came from Chicano communities acknowledged as "better than other Chicano neighborhoods"; most felt persistence first, then hard work and ability, were most important to their academic success; all were bicultural, coming from Spanish-speaking homes with strong Mexican cultural ties, but able to adapt to the dominant culture; and many were influenced by the personal attention of a role model or mentor. (NEC)

ED 207 744 RC 012 918
Dawson, Rob

The Recognition and Management of Burn-Out.

Pub Date—Oct 79

Note—14p.; Paper presented at the Annual Conference for Experiential Educators (Portsmouth, NH, October 1979).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adventure Education, Behavior Change, *Burnout, *Coping, Experiential Learning, Job Satisfaction, Morale, Need Gratification, Outdoor Education, *Performance Factors, Personnel Management, Promotion (Occupational), *Stress Variables, *Teacher Behavior, Work Environment

Identifiers—*Wilderness Education Programs

Staff burnout is a major hazard in outdoor wilderness education programs. Most susceptible are younger, first-time, idealistic, highly educated, overcommitted individuals who find difficulty in separating work from their private lives. Symptoms of burnout include decreasing concern, commitment, and enthusiasm; minimizing physical involvement with children through absenteeism, socializing with staff, or seeking managerial promotions; breaking down of the team concept among staff; exhibiting depressed behavior; deteriorating physical health; developing personal problems at home; creating emotional distance between the individual and the child; and maladaptive behavior by children in response to staff anxiety. The high risk, confrontational nature of adventure education, demanding work schedules, limited advancement opportunities, high staff turnover, friction between staff and supervisors, tenuous program funding, and substandard wages are among the causes of burnout. Recommended preventative approaches include reduction in successive days worked, rotation of positions and teams, weekly meetings, regular physical exercise, seminars on burnout, recognition for commendable work, establishment of mutual peer support systems, and involvement in organizational goal setting. Individuals should be aware of their personal motivation, contribute to open communication, and recognize that front-line involvement might be only two to three years maximum, to be regarded as a developmental position in their careers. (NEC)

ED 207 745 RC 012 919
Dawson, R.

An Alternative Feedback/Evaluation Model for Outdoor Wilderness Programs.

Pub Date—25 Oct 80

Note—26p.; Paper presented at the Annual Conference of the Association for Experiential Education (8th, Santa Fe, NM, October 25, 1980). For related documents, see RC 012 920-921.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adventure Education, Affective Behavior, Affective Objectives, Behavioral Objectives, Cognitive Development, Cognitive Objectives, Demonstration Programs, Elementary Secondary Education, Evaluation Methods, Followup Studies, Humanistic Education, Outcomes of Education, *Outdoor Education, *Program Effectiveness, Psychomotor Objectives, Psychomotor Skills, *Self Concept, Student Behavior, *Student Centered Curriculum, *Student Development

Identifiers—Participant Observation, *Project DARE, *Wilderness Education Programs

Project D.A.R.E. (Development through Adventure, Responsibility and Education), an adventure-based outdoor program, uses a feedback/evaluation

model, combining a learning component with a two-part participant observational model. The first phase focuses on evaluation of the child and progress made while he is in the program (stages one to four); the second is evaluation of the child by the referring agency, after the program concludes (stage five). Initially, the referring agency identifies one or more goals for each participant, to guide staff members in treatment of individuals. After five or six days, the staff team reviews goals set for each individual and establishes his learning stage. Midway through the program, the staff reviews each child's progress through learning stages of the goals. On the last program day, each child has a conference with the staff to assess his progress, which forms the basis for graduation from the program. A post evaluation of each graduate is carried out by the referring agency, using the goals originally specified for each individual; if the child has retained some progress made in the learning stages of specified goals, the program is considered to have had a significant impact. Appendixes contain instruments used in the program. (CM)

ED 207 746

RC 012 920

Cardwell, G. R.

Adapted Outward Bound Program: An Alternative for Corrections.

Pub Date—30 Sep 76

Note—10p; Paper presented at the Atlantic Provinces Criminology and Corrections Association Conference (Moncton, New Brunswick, September 30, 1976).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, *Adventure Education, Alienation, *Behavioral Objectives, Communication (Thought Transfer), Delinquency, *Delinquent Rehabilitation, *Experiential Learning, Foreign Countries, Negative Attitudes, Outdoor Education, Secondary Education, *Self Concept, Youth Programs

Identifiers—Ontario, *Outward Bound, *Project DARE, Survival Skills, Wilderness Education Programs

A number of programmes for delinquent youth have been established throughout North America based on the Outward Bound concept: to involve volunteer participants in an outdoor programme which offers challenging and adventuresome tasks in a high-impact environment. Project DARE (Development through Adventure, Responsibility and Education) in Ontario is one such programme, based on wilderness living and a person's relationship to the natural environment. The DARE schedule is divided into two 28-day phases; 10 students ages 15-17 are selected to work as a team throughout the programme. Graduation is possible within 56 days. Upon successful completion of Phase I (a combined environmental and outdoor education program), an approved high school credit in Environmental Science is granted. Upon successful completion of Phase II (a combined high adventure and experiential education programme), an approved high school credit in Physical and Health Education is granted. The primary goal of the DARE programme is to effect behavior modification (improve peer relations, break the failure pattern, develop pride in a better self-image, develop a new sense of purpose). Do's and don'ts for adapted adventure programmes for delinquent youth, and a list of benefits to be gained from them are included. (CM)

ED 207 747

RC 012 921

Dawson, Rob

Staff Development: Developing a Top-Notch Staff in an Outdoor Wilderness Program Is Similar to Building an Orchestra.

Pub Date—Sep 78

Note—30p; Paper presented at the Annual Conference for Experiential Educators (St. Louis, MO, September 1978). For related documents, see RC 012191-920.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Experiential Learning, Foreign Countries, *Inservice Education, Job Training, Outdoor Activities, *Outdoor Education, Personnel Evaluation, Personnel Management, *Personnel Selection, Physical Environment, Recruitment, *Skill Development, *Staff Development, Staff Orientation, *Training Methods

Identifiers—Ontario, *Project DARE, Wilderness Education Programs

Staff development at Project Development through Adventure Responsibility and Education (D.A.R.E.), an outdoor experiential education program for troubled youth, administered by the Ontario Ministry of Community and Social Services, Children's Service Division, stresses three components: the selection process, training progressions, and evaluation. Because most individuals associated with the program have an "on the line working life of approximately two years," staff recruitment must be continuous and is directed toward universities, community colleges, "outdoor enthusiasts," and childcare workers where D.A.R.E.'s services are generally known. Staff training, designed to acclimatize staff to the physical plant, geographical area, and natural resources available, consists of six stages: 2-3 day observation period; rookie staff training focusing on program components, outdoor skills and basic procedures, and a training school visit; staff meeting covering procedures, manuals, Ministry policies and their implication; in-service training; staff training stressing winter activities and safety; and staff and program evaluation and recommendations. Formal and informal feedback encourages staff awareness of their role and permits administrators to identify contributions and problem areas of their staff so appropriate measures can be applied. Appendixes include an applicant outdoor skills checklist, three staff training calendars, and a staff assessment form. (AW)

ED 207 748

RC 012 922

Shukla, Aditya N. El-Hanafi, Mohammad Ghanim

Study of Aspirations, Attitudes and Motivational Structure of Adolescent Girl Students of Iraq for Out-of-Home Jobs.

Pub Date—23 Mar 81

Note—23p; Paper presented at the "Youth Sociology" Research Committee Meeting of the International Sociological Association (Frederburg, Federal Republic of Germany, March 23-27, 1981). Some pages may not reproduce clearly due to poor print quality.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Academic Aspiration, Achievement Need, Adolescents, *College Students, Educational Attitudes, Employment Opportunities, *Females, Feminism, Foreign Countries, Higher Education, Mate Selection, *Occupational Aspiration, Self Concept, Social Environment, Social Status, Status Need, *Student Attitudes, Student Characteristics, *Student Motivation, Urban Population

Identifiers—*Iraq

To ascertain the educational, occupational and social aspirations, attitudes and motivation-structure of Iraqi adolescent girl students, a questionnaire was distributed to 137 randomly-selected students from 2 colleges at the University of Mosul. Respondents were predominantly urban-oriented, dormitory residents, unmarried, average in scholastic performance, and from families of medium/high education and of middle income; 37.23% aspired to doctoral levels, 21.17% to master's degrees, and 41.60% to baccalaureates. After completing baccalaureate studies, almost 51% wanted out-of-home jobs to serve country, 31.31% aspired to post-graduate studies, and 21% wanted to marry; 81% of the total sample desired permanent out-of-home work, whereas 3-5% aspired to work either temporarily, until marriage, or if family income status required; teaching (43.06%) and research (40.87%) were the most favored professions, with 8.76% desiring extension-oriented work. For social aspirations, 88.31% wanted to choose their own husband, whose most desirable traits would be good character, high education, good personality, and awareness of women's rights and equality; 53.28% wanted two children or fewer. Leading motivations for out-of-home job aspirations were to serve the country, have higher social recognition/status, and acquire new experiences. The major implication was that intensive efforts should encourage girls of rural areas/low economic status to enhance their aspirations. (AW/MH)

ED 207 749

RC 012 923

You Alone in the North Woods: The Lost Hunter's Guide.

New Hampshire State Fish and Game Dept., Concord.

Pub Date—[2 Oct 81]

Note—59p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Education, *Adventure Education, Clothing, *First Aid, Food, *Map Skills, *Outdoor Activities, Outdoor Education, Rescue, Safety, *Safety Education

Identifiers—Hiking, *Hunter Safety, Hunting, Lost Persons, *Survival Education, Survival Equipment, Survival Skills

Although designed for the lost hunter, this 4 by 5 1/2 inch handbook of survival guidelines is compact enough to be included in the backpack of anyone venturing on an outdoor, wilderness expedition in the north woods. Twenty-one major sections provide information and some illustrations about: what to include in a survival kit; the importance of informing a responsible person where you are going and when you plan to return; proper clothing and footwear; using maps and compasses; overnight preparation when lost; fire making procedures; fire starting in the rain; shelters; what to expect and do when spending the night while lost; keeping warm; signals; mental control; edible wild foods; first aid (cuts and wounds, fractures, sprains, frostbite, prolonged exposure to cold, shock, burns, heart attack); water safety; loading a boat; cold water survival and rescue; and special warnings for snowmobilers. Also included is the six-point sportsman's code advocating adherence to game laws, use of proper weapons, respect for the rights of property owners, courtesy for fellow hunters, proper shooting, and hunter safety. (NEC)

ED 207 750

RC 012 924

Rosinski, Jane L.

New Hampshire Lost Person Study, 1974-1979.

New Hampshire State Fish and Game Dept., Concord.

Spons Agency—Fish and Wildlife Service (Dept. of Interior), Washington, D.C.

Report No.—W-66-S-9

Pub Date—80

Note—48p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, Adventure Education, *Outdoor Activities, Outdoor Education, *Program Effectiveness, *Recreational Activities, *Rescue, Research Methodology, Safety, *Safety Education

Identifiers—Hiking, Hunter Safety, Hunting, *Lost Persons, New Hampshire, *Survival Education

To improve outdoor safety in general and the Hunter Safety Program in particular, 879 reported search and rescue incidents involving lost outdoor recreationists conducted by the New Hampshire Fish and Game Department for 1974 to 1979 were studied. Data indicated that most incidents involved hikers (45%) and hunters (18%), occurred on clear sunny days during summer and fall, and resulted from persons becoming disoriented in the woods in late afternoon or early evening, and that only 5% of all lost outdoor recreationists, 17% of hunters, and 1% of hikers had graduated from a hunter safety course. Questionnaires returned by 83 of the 151 lost hunters indicated percentages who were deer hunting (83%), in familiar territory (54%), with companions (74%), and graduates of hunter safety classes (46%) when becoming lost. Recommended improvements in New Hampshire's Hunter Safety Program that might reduce the number of lost hunters were: map and compass training; slide programs on shelter building, firemaking, and medical self-help; guest appearances by lost hunters; and role-playing of actual lost hunter incidents. Suggestions for increasing public awareness among all outdoor recreationists of the need for exercising caution in the woods; conservation officer and hunter questionnaires; and tips and personal narratives from lost hunters are included. (NEC)

ED 207 751

Harrison, Scott

Reflections on the Education of Native American Children, Focusing on Navajo Children.

Pub Date—81

Note—32p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Alienation, American Indian Culture, *American Indian Education, American Indians, Bilingual Education, Boarding Schools, Cultural Influences, *Culture Conflict, *Educational Change, *Educational History, Educational Quality, Elementary Secondary Education, *Ethnic Bias, Multicultural Education, School District Autonomy, Self Concept, Stereotypes, *Student Adjustment, Teacher Attitudes, Tribal Sovereignty, Tribes

Identifiers—*Navajo (Nation)

Offered as an introduction to some of the pertinent studies and personalities concerning the education of Native Americans, with emphasis on the education of Navajo children, this paper traces the history of Navajo education from 1868 to the present. A discussion of the shortcomings of early schools for Navajos and other Native Americans is followed by a description of the changes effected in Navajo education after World War II. Various ideas about why Native Americans in general and Navajo students in particular fail to make more satisfactory adjustments to school life are discussed. Cultural biases and stereotyped images of Native Americans which are held by members of the dominant culture are noted. Biases in teacher attitudes toward American Indian children is discussed. The paper concludes with advances being made in Navajo education and the steps, including bilingual and bicultural education and local control of schools, which the Navajo people are taking to ensure quality education for their children. (CM)

ED 207 752

Morien, H. Elizabeth

American Indian Regional Community Education Development. Final Report.

South Dakota Univ., Vermillion. School of Education.

Spons Agency—Mott (C.S.) Foundation, Flint, Mich.

Pub Date—Jul 81

Note—81p; Paper copy not available due to author's preference. Prepared by the Community Education Development Center.

Available from—Community Education Development Center, School of Education, University of South Dakota, SD 57069.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Adult Education, American Indian Culture, *American Indian Education, *American Indian Reservations, American Indians, Community Colleges, *Community Education, Community Involvement, Educational Finance, Elementary Secondary Education, Program Evaluation, Quality of Life, *Relevance (Education), Student Exchange Programs, *Vocational Education, Workshops

Identifiers—North Dakota (Bismarck), University of South Dakota

Information on all facets of the 2-day 1981 American Indian Community Education Conference held in Bismarck, North Dakota, is presented. The document contains promotional materials developed for disseminating information about the Regional Conference; the conference rationale and design; lists of consortium center directors, support personnel, preregistrations received, and conference registrants; an agenda; the evaluation instrument and results; and an outline of conference costs. Minutes of meetings of the Task Group on American Indian Community Educational Development and a prospectus on formation of the Dakota Indian Community Education Consortium, presented to the Task Group, are included. Also contained are summaries of presentations made at the conference. Presentation topics include the following: understanding the political influences on education; off-reservation vocational training and the American Indian family; minimizing costs and maximizing results in American Indian education through the community education process; community education and the American Indian in New Mexico; a Montana model (experiences of 11 Indian students who went to Norway and Sweden and began a new exchange program); the community college link;

RC 012 925

and Nebraska Title VII activities. (CM)

ED 207 753

Haro, Roberto P. Cabello-Argandoña, Roberto

The Spanish Speaking and Library Services: A Systematic Review and Analysis.

Pub Date—Mar 78

Note—40p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Libraries, *Community Involvement, Community Services, Ethnic Discrimination, Higher Education, *Hispanic Americans, Libraries, Library Material Selection, Library Personnel, *Library Schools, *Library Services, Mexican American Literature, Personnel Selection, Population Distribution, Professional Training, *Spanish Speaking, Student Recruitment, *User Satisfaction (Information)

Traditional models of library service and their applicability to the Spanish-speaking community, a rapidly growing group not generally considered by policy makers, planners, and decision makers of the library profession, are examined. Topics include: discussion of terms describing Hispanic-origin people; size of Spanish-origin population; libraries and the Spanish-speaking; the environmental context of library services to Spanish speakers; conceptual models of library and information services for the Spanish-speaking; public library services and community-service-oriented models; library and information services to the Spanish-speaking academic community; employment of human resources; and manpower training and recruitment in library schools. Problems associated with inadequate library services for the Spanish-speaking community include low enrollment and poor recruitment of Spanish-speaking students in library schools; underutilization of Spanish-speaking librarians; limited community participation in collection development and resource distribution; and limited allocation of resources. Additionally, indexing of information for, by or about the Spanish-speaking community is often culturally biased. A table showing the U.S. Spanish-origin population by type of Spanish origin (1976), and charts depicting manpower training and community participation in libraries are included. (AW)

ED 207 754

Wendling, Robert C., Ed.

Outdoor Education for K-12: The What, Why, Where, When, and How. Proceedings of a Workshop Co-sponsored by USDI Fish and Wildlife Service and East Carolina University (Swanquarter, North Carolina, June 17, 1981).

East Carolina Univ., Greenville, N.C.

Spons Agency—Fish and Wildlife Service (Dept. of Interior), Washington, D.C.

Pub Date—81

Note—89p.

Available from—Mattamuskeet National Wildlife Refuge, USDI Fish and Wildlife Service, Rt. 1, Box N-2, Swanquarter, NC 27885.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Conservation Education, Disease Control, Ecological Factors, Elementary Secondary Education, *Environmental Education, Experiential Learning, *Health Education, *Information Sources, *Interdisciplinary Approach, Learning Activities, Natural Resources, Outdoor Activities, *Outdoor Education, Physical Environment, Student Participation, *Teacher Workshops, Wildlife

Identifiers—Marine Education, *North Carolina, Wildlife Refuges

An overview of outdoor education, to illustrate its relevance to all subject matter, was presented during a 1-day workshop for public school teachers of Hyde County, North Carolina, by speakers representing resource management agencies, public schools and universities, and environmental organizations. It was suggested that to fully understand the natural world, the individual should experience it first-hand, and that one of the best approaches is through the public school system, as in a program developed by the Fish and Wildlife Service with the Hyde County Public School District, using the Mattamuskeet National Wildlife Refuge. Papers presented (complete texts included in the document) were: Environmental Education Activities of the U.S. Fish and Wildlife Service; Why and Where (answering questions about the importance of environmental education); Environmental Education—the Mattamuskeet Experience; Environment Now!

RC 012 927

Can You Deal with It? Operationalizing a Successful Outdoor Education Experience; The Need for Marine Education; People Are a Part of the Picture; Environmental Education in the 1980's. The final paper suggested information sources for teachers, subjects and processes for investigation of the natural world, plus student activities, and provided a 5-page bibliography on plant and tree identification, natural history, general botany, techniques for outdoor education, and basic gardening. (AW/MH)

ED 207 755

Banks, Vera J. Kalbacher, Judith Z.

Farm Income Recipients and Their Families: A Socioeconomic Profile. Rural Development Research Report No. 30.

Economic Research Service (DOA), Washington, D.C. Economic Development Div.

Pub Date—Sep 81

Note—32p.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Age Differences, Blacks, Educational Attainment, Educational Status Comparison, Elementary Secondary Education, Ethnic Groups, *Family Characteristics, *Family Income, *Farmers, Geographic Distribution, Multiple Employment, Population Distribution, *Profiles, *Rural Farm Residents, Sex Differences, *Socioeconomic Background, Spanish Americans, Tables (Data), Whites

Identifiers—*Self Employment

Special tabulation of the March 1976 Current Population Survey provided data on income sources, geographic distribution, and social (age, sex, race, education), family, and employment characteristics of farm income recipients. Of the 3.1 million persons and 2.6 million families receiving some farm self-employment income in 1975, a larger proportion lived in nonmetropolitan (74%) than metropolitan areas and in the combined North and West (61%) than the South. Compared with the general population, recipients were more likely to be white, male, and older. Their families were more likely to be the husband-wife type, but less likely to have a family member under 18 years of age. In 1976 the median number of school years attended by farm income recipients was 12 years, close to the national median of 12.3. Only about 15% of all farm income people had total income derived from farming. Median total personal income for persons with some farm self-employment income in 1975 was \$8,219. Median income increased to \$11,136 for those with additional nonfarm wage income. As the majority of farm income recipients also had income from additional sources (wages, investments, social security, retirement, welfare), little relationship existed between the level of farm income and total income. (NEC)

ED 207 756

O'Grady, Barbara, Ed. Levenson, Ruth, Ed.

Mobilizing Rural Community Resources for Support and Development of Local Learning Systems in Developing Countries.

Academy for Educational Development, Inc., Washington, D.C.

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.

Pub Date—Nov 78

Contract—AID-af-C-1131

Note—122p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Adult Education, Case Studies, *Community Involvement, *Community Resources, Credit (Finance), Cultural Influences, *Developing Nations, *Educational Development, *Educational Finance, Educational Planning, Educational Radio, Educational Resources, Elementary Secondary Education, Foreign Countries, Government School Relationship, Nonformal Education, Programing (Broadcast), Quality of Life, *Rural Areas, Shared Facilities, Social Influences, Systems Development, Technical Assistance, Vocational Education

Identifiers—*Community Based Education

Focusing on how local village communities in developing countries might support part or all of their educational costs, this study describes methods used by developing countries to reduce education costs and offers a model incorporating several of the most successful components of such projects. First is a discussion of methods used by governments to reduce education costs, including salary

freezes, lotteries, and patriotic service alternatives. A description of methods designed to provide local support of education examines community projects which incorporate traditionally-used techniques into the formal school, maximize use of school facilities and personnel, and introduce technology such as radio. A comprehensive model based on the more successful community projects, is offered with a list of appropriate social criteria whose presence is necessary: a traditional structure of communal self-help; presence of a convincing/charismatic leader; outside intervention such as capital loan funds, technical assistance and training. The model includes communal construction of educational facilities, external loan funds, home tutors and instructional supervisors, support by radio-based instructional materials, commitments to specific income-generating tasks by students and parents for school support, community project management and training, and technical assistance from national sources. Appendices contain project case studies and summaries and other related information. (CM)

ED 207 757

RC 012 931

Warner, Richard W., Jr. Kale, Karen E.
Rural Education: A Field of Study Whose Time Has Come in Higher Education.
Pub Date—[81]
Note—15p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrative Problems, *College Role, *Curriculum Development, Curriculum Problems, Educational Change, Educational Finance, Educational Legislation, Elementary Secondary Education, Government School Relationship, Higher Education, *Needs Assessment, *Relevance (Education), *Rural Education, Rural Schools, School Districts, *Teacher Education, Teacher Educator Education

Identifiers—*North Carolina

Although professional educators and public school decision makers have attempted to respond to increased educational demands and a broader spectrum of students, the education of rural youth is a neglected area both in higher education and in educational legislation. The record indicates that policy decisions and the resulting legislation have favored non-rural areas. Higher education has not responded to the needs of rural residents. Stronger research programs are needed to assess the needs of rural educators, to determine how those needs can be met, and to develop and disseminate improved educational strategies for rural schools. Rural teachers must be trained to adapt to students who may have different values, areas of commitment, and understanding of life. Because North Carolina is predominantly rural, two of its universities provide assistance with rural educational problems. Auburn University has outlined a proposed plan for assistance to rural schools. East Carolina University has long provided instructional services to the rural districts of eastern North Carolina, and hopes to focus instruction for educational personnel specifically on rural schools. Currently, overwhelming support exists for establishment of a Rural Education Institute to develop research strategies focused on concerns in rural education and disseminate findings important to rural educators. (CM)

ED 207 758

RC 012 933

Amodeo, Luisa B. And Others

The Triple Bias: Rural, Minority and Female.

Pub Date—81

Note—11p.; Paper presented at the Southwestern and Rocky Mountain Division, American Association for the Advancement of Science (Greeley, CO, April, 24-25, 1981).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Education, *Educational Needs, *Employment Patterns, Employment Qualifications, Equal Opportunities (Jobs), Fatherless Family, *Females, Low Income, *Mexican Americans, Minority Groups, Needs Assessment, Racial Differences, Rural Environment, *Rural Population, Rural Urban Differences, Self Actualization, Sex Differences, Sex Role, *Socioeconomic Status, Spanish Speaking, Unskilled Workers

Identifiers—*Chicanas, Limited English Speaking
Rural Chicanas share values and problems with other rural women (conservative orientation toward sex roles and life styles, conflict between traditional demands of rural culture and pressure to enter the

labor force), but with additional socio-linguistic barriers (limited English-speaking ability, few marketable job skills). Many Chicanas do not seek employment because they lack job or English language skills, are in transient occupations like farm labor or domestic services, are in the U.S. illegally, or have been subjected to discrimination and have given up hope of employment. During 1973, rural Hispanic women averaged 7.7 school years (2.4 years less than urban Chicanas). Median income for rural women was 50% below that of rural men. Nearly 44% of all rural poor families were headed by women, including many Chicanas, who thus needed to enter the work force. Priorities for rural Chicanas are: bilingual/multilingual information appropriate to communities; realistic information about educational/occupational possibilities; help in improving self-confidence and self-esteem; subsidized child care and bilingual, cross-cultural, non-sexist day-care centers; better access to health care, particularly for the physically/mentally handicapped; enforcement of nondiscrimination laws governing housing, employment, education and credit; education on property rights, inheritance, taxation, social security and other legal matters; programs to identify leadership abilities. (AW/MH)

ED 207 759

RC 012 934

Como Puede Mejorar el Programa de Educacion Migrante con el Poder e Influencia de los Padres.
Parent Power in the Migrant Education Program: How to Make a Difference.

National Council of La Raza, Washington, D.C.
Spons Agency—Carnegie Corp. of New York, N.Y.
Pub Date—Sep 80

Note—64p.; Photographs may not reproduce clearly.

Language—English; Spanish

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Advisory Committees, Ancillary School Services, Bilingual Education, Compliance (Legal), Elementary Secondary Education, Federal Aid, Government School Relationship, *Grievance Procedures, *Migrant Education, Migrant Health Services, *Migrant Programs, *Parent Grievances, *Parent Participation, Parent Responsibility, Parent School Relationship, Program Administration, School Law, Social Services, Student Records

Identifiers—*ESEA Title I Migrant Programs, Family Educational Rights and Privacy Act 1974, *Migrant Student Record Transfer System

The bilingual (English-Spanish) handbook explains the established rights that parents with children enrolled in the Elementary and Secondary Education Act Title I Migrant Education Program have and presents ways in which parents can use these rights to help ensure that their children receive a quality education. Chapters discuss: (1) content of the law, delineating state and local responsibilities; (2) strategies for parent involvement through unofficial (working as classroom aides, volunteering, visiting classrooms and teachers) and official (participation in Parent Advisory Councils to evaluate, monitor operations, and guide future project planning) channels; (3) proper uses for Title I funds (supportive services, including identifying and treating health problems, daycare or Head Start, free or reduced-price food); (4) designing project services to meet local needs for outreach and recruitment, bilingual education, health services, staffing, and needs of young, elementary and older students; (5) maintaining school records in compliance with the Migrant Student Record Transfer System and respecting the Family Educational Rights and Privacy Act; (6) formal procedures for filing parent complaints; and (7) special provision arrangements for public or nonprofit private agencies to administer projects. Appendices provide definitions for Title I terms, and addresses and telephone numbers of state departments of education. (NEC)

ED 207 760

RC 012 935

McConnell, Beverly B.

Individualized Bilingual Instruction for Migrants.

Pub Date—Oct 80

Note—23p.; Paper presented at the International Congress for Individual Instruction (Windsor, Ontario, Canada, October, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement Gains, *Bilingual Education, Bilingual Students, Demonstration Programs, Elementary Education, *Elementary School Mathematics, English, *Individualized Instruction, Individualized Reading, Longitudinal Studies, Mathematics Instruction, Mexican Americans, Migrant Children, *Migrant Education, Paraprofessional School Personnel, Program Evaluation, *Reading Instruction, Spanish, *Spanish Speaking

Identifiers—*Individualized Bilingual Instruction Program

Longitudinal effectiveness of a program of bilingual individualized instruction in math, English and Spanish reading implemented by bilingual paraprofessional teachers recruited from migrant families was assessed among Spanish dominant monolingual and bilingual migrant students. Test scores in math and English reading for children age 5 to 9 were examined for a 6 year period, 1974-79, and test scores in Spanish reading from a 4 year period, 1977-80. After 1 year of individualized bilingual instruction the superiority of project children over a baseline comparison group was significant at the .01 level in all three subjects. Longer periods of attendance produced higher scores, with children going from a pretest average at the 9th percentile to the 50th percentile after 3 years in English reading, from the 14th percentile at pretest in math to the 70th percentile after 3 years, based on national norms from standardized tests. Because of schooling interruptions resulting from being migrants and coming from homes in which the primary language was not English, subjects had more educational hurdles to overcome than average children. Despite these obstacles, by means of individualized instruction and bilingual teachers, in several school years students were well on their way toward achieving literacy in two languages. (Author/NEC)

ED 207 761

RC 012 938

Lyon, Thomas A.

Stability and Change in Farming Plans: Results from a Longitudinal Study of Young Adults.

South Carolina Agricultural Experiment Station, Clemson.

Spons Agency—Cooperative State Research Service (DOA), Washington, D.C.

Pub Date—81

Note—25p.; Revision of a paper presented at the Annual Meeting of the Rural Sociological Society (Guelph, Ontario, Canada, August, 1981).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Career Change, *Career Choice, Career Planning, Expectation, Family Environment, *Farm Occupations, *High School Seniors, *Longitudinal Studies, National Surveys, *Occupational Aspiration, Rural Areas, Secondary Education, Socioeconomic Influences, Work Experience, *Young Adults

Identifiers—*United States

To examine 2 shortcomings of previous cross-sectional farm recruitment research, the study population of the National Longitudinal Survey of the High School Class of 1972, consisting of 14,112 individuals who completed the base year questionnaire and 3 subsequent follow-up questionnaires, was divided into analytic sub-groups based on senior year occupational ambitions, occupational attainment for 4 years after high school, and expected occupation at age 30. Two questions were addressed: (1) the relationship between farming plans and attainment of a farm job; and (2) background factors and social conditions associated with the temporal sequencing of farm plans, the attainment of a farm job, or the decision to abandon a farm career and pursue other options. Results showed that farming plans expressed by high school seniors on social surveys were poor predictors of attaining a farm job; most individuals working in farm jobs four years after high school did not report farming plans in high school; and formation of farming plans and/or attainment of a farm job were related to previous exposure to agriculture at home and in school. Data reaffirmed that unless a young person is from a farm background, he/she has little chance of becoming a farmer. (Author/CM)

ED 207 762

RC 012 939

Banks, Vera J. DeAre, Diana
Farm Population of the United States: 1980.
 Bureau of the Census (DOC), Suitland, Md. Population Div.; Economics, Statistics, and Cooperatives Service (DOA), Washington, D.C.

Pub Date—Sep 81

Note—33p.; For a related document, see ED 194 267. Paper copy not available due to small print size.

Journal Cit—Current Population Reports; Farm Population Series P-27 n54 Sep 81

Pub Type—Numerical/Quantitative Data (110)
 EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Age Differences, Agriculture, Birth Rate, Blacks, Census Figures, *Comparative Analysis, *Demography, Employment, Family (Sociological Unit), Family Income, *Farmers, *Labor Force, Population Distribution, *Population Trends, Racial Differences, *Rural Farm Residents, Sex Differences, Spanish Americans, Tables (Data), Whites

Based on the current definition for farm population (all persons living in rural territory or places which in the reporting year had, or normally would have had, sales of agricultural products of \$1,000 or more), an average of 6,051,000 persons, or 2.7% of the total population lived on farms in the United States in 1980, a drop of 190,000 below the 1979 estimate. Whites constituted 94.4%, Blacks 4%, and persons of Spanish origin 1.9% of all farm residents. The farm population, with a median age of 35.5 years, had a lower proportion of young adults (20-34 years) and a higher proportion of persons 35-64 years old and elderly persons than the nonfarm population. The fertility of farm women continued to be higher than that of nonfarm women. About 45% of the farm population lived in the North Central Region. Of all farm residents 14 years old and over, 64% were in the labor force or were seeking work. Only 47% of the average 3,500,000 persons employed in agriculture lived on farms. About three-fifths of the 1,700,000 farm residents employed in agriculture were self-employed. Median income of farm families was \$16,357 in 1979, substantially lower than the \$19,754 for nonfarm families. (NEC)

ED 207 763

RC 012 940

Veltman, Calvin J.
The Role of Language Characteristics in the Socio-economic Attainment Process of Hispanic Origin Men and Women.

National Center for Education Statistics (ED), Washington, D.C.

Report No.—NCES-81-103

Pub Date—Jun 80

Contract—300-78-0503

Note—120p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Adult Education, *Bilingualism, Blacks, Comparative Analysis, Educational Attainment, *Employment Level, Equal Opportunities (Jobs), Females, *Hispanic Americans, *Income, Language Proficiency, *Language Role, Males, *Non English Speaking, Sex Differences, Sex Discrimination, *Socioeconomic Status, Spanish Speaking, Whites

Identifiers—*Limited English Speaking

Data from the 1976 Survey of Income and Education (SIE) were used to assess the role of language factors in the occupational and income attainment process of Hispanic men and women aged 25-64 in 1976. The SIE contained a relatively complete set of basic language-use questions designed to ascertain the mother tongue of adults, the usual language spoken by an individual, and the presence of a second language spoken with regularity. Data indicated that Hispanic men who did not speak English were more concentrated in part-time employment than men, while women who spoke English poorly were under-represented in both part-time and full-time employment. Both sexes were further penalized by their inability to speak English after they were employed. Data did not indicate that having English as mother tongue was associated with either net higher occupations or income gains. Unlike Black men, Hispanic men appeared to have occupational and income attainments consonant with their background and educational characteristics. No important differences were found in the

relative attainments of Black, White, and Hispanic women with respect to earnings. Findings suggested that the major problems faced by Hispanics were low educational attainment and inability of recent immigrants to speak English well. (Author/CM)

ED 207 764

RC 012 941

Yang, Shu-O W.

Rural-Urban Differences in Sex Role Orientations.

Pub Date—19 Aug 81

Note—20p.; Paper presented at the Annual Meeting of the Rural Sociological Society (Guelph, Ontario, Canada, August 19-23, 1981).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Attitude Measures, Comparative Analysis, Family Characteristics, Longitudinal Studies, *Place of Residence, *Rural Urban Differences, *Rural Youth, *Sex Role, Sex Stereotypes, Social Attitudes, Social Characteristics, Socioeconomic Influences, Urban Youth, *Young Adults

Identifiers—*National Longitudinal Study High School Class 1972

Data from the National Longitudinal Study (NLS) of the high school class of 1972 (statistics on a national sample of young adults as they moved out of high school into early adulthood) were used to test rural young adults' sex role orientation and the rural-urban differential in sex role orientation. NLS data were collected for the base year (1972) and three follow-up years (1973, 1974, 1976). Variables utilized for the 15,845 young adults in this study were primarily from the third follow-up, except for background information, which was base-year data. The dependent variable was young adults' sex role attitudes; place of residence and social characteristics of the respondents were selected as independent variables influencing sex role attitudes. Ten Likert-type attitudinal questions related to sex role were asked in the 1976 interview. Place of residence was measured by respondents' residence during 1972, when they were in high school and living at home, thus indicating rural or urban origins. Data indicated that rural young adults had more traditional sex role orientation than urban young adults, even when other social characteristics affecting sex role attitudes were controlled. However, the magnitude of differences between rural and urban youth was found to be relatively weak. (CM)

ED 207 765

RC 012 942

Yang, Shu-O W.

Rural Youths' Decisions to Attend College: Aspirations and Realizations.

Pub Date—19 Aug 81

Note—13p.; Paper presented at the Annual Meeting of the Rural Sociological Society (Guelph, Ontario, Canada, August 19-23, 1981).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *Academic Aspiration, *College Attendance, College Bound Students, Counselor Role, *Decision Making, Family Characteristics, Grades (Scholastic), Higher Education, *Influences, Longitudinal Studies, Parent Influence, Peer Influence, *Rural Youth, Secondary Education, Self Concept, Socioeconomic Influences, Teacher Influence, Young Adults

Identifiers—*National Longitudinal Study High School Class 1972

Data from the National Longitudinal Study of 1972 (designed to provide statistics on a national sample of young adults as they moved out of high school into their early adulthood) were utilized to examine the determinants of college attendance with controlling variables, such as family background and students' ability. The sample from base year (1972) and first follow-up (1973) were used in the study. Data indicated that mother's expectation was the most important influence on rural youths' college aspiration and attendance. Next in importance were father's and peers' influence. Teachers' or counselors' encouragement did not appear as an important factor. Finally, the decision by rural youth to enter college was positively associated with high school grades. Self-confidence in completing college study did not contribute as a factor to youths' aspiration. However, it did have a positive effect on actual college attendance, meaning that improving grades in high school and perceived ability in completing college study were likely to encourage college attendance of rural youth.

(Author/CM)

ED 207 766

RC 012 943

Finer, Neal B.

La Experiencia Mexicana (The Mexican Experience). Volumes I and II.

Pub Date—81

Note—200p.; Paper copy not available due to poor print quality. See prior English translation, ED 122 633.

Language—Spanish

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Architecture, *Art, Bilingual Education, Cultural Awareness, *Cultural Education, Cultural Influences, Humanities Instruction, Instructional Materials, Interdisciplinary Approach, Learning Activities, Lesson Plans, *Mexicans, Postsecondary Education, Resource Materials, Secondary Education, *Social Studies, *Teaching Guides, Teaching Methods, Units of Study

Identifiers—*Mexico

Designed to be used as part of a comprehensive social studies program on Mexican culture, this two-volume manual, written in Spanish, offers an instructional package on Mexican culture, stressing an art-architecture perspective, which can be used at the secondary, college and adult levels. The teacher's guide, Volume I, includes a discussion of a high school elective course using art and social studies, a discussion of art and architecture in an educational setting, and a suggested structure for teaching a 3 1/2-week unit on Mexican culture. Volume II concludes with eight detailed sample lessons on Mexican culture as seen in art and architecture, Mexico's 1968 Cultural Olympics, Mexican artistic expressions in home furnishings, Mexico's recent modern artists and architecture, influence of French styles on Mexican culture, and Mexican influence on contemporary art and architecture of the United States. Each lesson includes key ideas, objectives, specific activities, evaluation modes, and annotated references for teachers and students. Volume II provides detailed student handouts, charts, maps, transparency masters, content outlines, and illustrations for multisensory stimuli. The manual has been widely field tested in the United States and Mexico. (NQA)

ED 207 767

RC 012 944

Brown, George H. And Others

El Estado de la Educación para los Hispanos en los Estados Unidos (The Condition of Education for Hispanics in the United States).

National Center for Education Statistics (ED), Washington, D.C.

Report No.—NCES-80-304

Pub Date—May 81

Note—285p.; For the English version, see ED 188 853.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Available in both English and Spanish).

Language—Spanish

Pub Type—Numerical/Quantitative Data (110) — Reports - General (140)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—*Academic Achievement, Adult Education, Cubans, Degrees (Academic), *Demography, *Educational Attainment, *Educational Status Comparison, Elementary Secondary Education, Employment Statistics, Enrollment Trends, Financial Problems, Higher Education, *Hispanic Americans, Language Usage, Mexican Americans, *National Surveys, Outcomes of Education, Postsecondary Education, Puerto Ricans, Socioeconomic Status, Statistical Surveys, Student Attitudes, Student Attrition, Unemployment

Identifiers—Puerto Rico, *United States

Organized into 4 chapters, the report provides tabular data portraying the educational condition for about 12 million Hispanic Americans in the United States, and shows how Hispanics compare with the majority population on various measures of educational participation and achievement. Providing an overview of Hispanic Americans in the U.S., Chapter 1 discusses the problems of defining Hispanics and Hispanic subgroups, and presents general information on such characteristics as size of the Hispanic population, age and geographical distribution, and school enrollment status. Concerned with elementary and secondary education, Chapter

2 covers such topics as enrollment rates, characteristics of high school students, and school noncompletion. This chapter concludes with a brief description of education in Puerto Rico. Covering postsecondary education, Chapter 3 includes tabular data on such topics as enrollment, degrees awarded, and student characteristics. Portraying the social status in American society of Hispanic teenagers and adults as related to their previous educational level, Chapter 4 covers such topics as employment by broad occupational category, unemployment rates, post-high school experiences, and income levels. Throughout the report, data on Hispanics are compared with data on Anglo Americans to provide an interpretive context. (Author/NQA)

ED 207 768 RC 012 946

Molnar, Joseph J. Smith, John P.

Satisfaction with Rural Services: The Policy Preferences of Leaders and Community Residents. Auburn Univ., Ala. Agricultural Experiment Station.

Spons Agency—Department of Agriculture, Washington, D.C.

Pub Date—Aug 81

Note—34p; Paper presented at the Annual Meeting of the Rural Sociological Society (Guelph, Ontario, Canada, August, 1981).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Community Attitudes, *Community Leaders, *Community Satisfaction, *Community Services, Community Surveys, Comparative Analysis, Evaluation Methods, Public Schools, *Resource Allocation, *Rural Areas, Rural Development, *Rural Population

Identifiers—Alabama
To examine ratings of satisfaction with selected community services in relation to spending preferences and to ascertain policy-relevant implications of citizen evaluations in planning and delivering rural services, a study focused on perceptions of community leaders and household respondents in eight rural Alabama counties. Research literature on policy-relevance of services ratings, monitoring service quality, ambiguity of satisfaction measures, spending preference as a policy-relevant variable, and differing attitudes of community leaders and nonleaders was reviewed. Data were collected by a mail questionnaire survey of selected county leaders (522 respondents) and by interviewing a random cross-sectional sample of 926 residents. Satisfaction scores and spending preferences were obtained for seven community services (water, public schools, ambulance, garbage, hospitals, fire protection, law enforcement). Leaders tended to be more satisfied with services, except for schools, where residents were more satisfied. Residents were less constrained in spending preferences: a majority wanted to spend more on four services (water, schools, hospitals, fire protection), while a majority of leaders wanted to spend more on three services (water, public schools, fire protection). These results illustrate fundamental differences in perspective between leaders and nonleaders: residents may evaluate and express preferences based on their experience, whereas leaders may take a broader, community-wide perspective. (MH)

ED 207 769 RC 012 947

Hearn, Norman E.

Treatment of Rural Areas: Planning Guidance for Administrative, Legislative, and Regulatory Action for FY 1982-83.

Office of Elementary and Secondary Education (ED), Washington, D.C.

Pub Date—[81]

Note—21p.

Pub Type—Reports—General (140)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Access to Education, Change Strategies, Definitions, Delivery Systems, Educational Administration, *Educational Finance, Educational Legislation, Educational Needs, Educational Policy, Elementary Secondary Education, Equalization Aid, *Federal Aid, *Federal Programs, Federal Regulation, *Government School Relationship, Rural Education, *Rural Schools, Rural Urban Differences, School Districts, School Funds, *Small Schools

Identifiers—Department of Education

Effects of Federal education policy on rural and small school include inequities and neglect. Funding formulas based on concentrations of targeted pupils

and average cost per pupil appear to deprive small and rural local education agencies (LEA) of a fair share of Federal education monies. Selection criteria such as density and Education Division General Administrative Regulations (plan of operation, quality of key personnel, time-committed-to-the-job, budget-and-cost-effectiveness, evaluation) penalize small and rural LEAs. Other regulatory and administrative practices that complicate, impede, and discourage small and rural LEA participation in Federal education programs are maintenance-of-effort provisions; matching requirements; paperwork burdens; a propensity to favor large over small grants; and difficulties in obtaining technical assistance and information about Federal programs. Suggestions for a rural initiative include: analysis of formula and criterion effects on rural and small LEAs, rural "set-asides," direct rural communication, paperwork burden reduction, technical assistance participation, improving the data base, identifying and validating successful rural practices, and legislation to compensate for extra costs necessary to assure quality education for rural children. (NEC)

ED 207 770 RC 012 948

Hunte, Christopher N.

Educational and Occupational Motivation and Adoption of Agricultural Technology among Rural Residents: A Preliminary Study.

Southern Univ. and Agricultural and Mechanical Coll., Baton Rouge, La.

Spons Agency—Department of Agriculture, Washington, D.C.

Pub Date—Aug 81

Note—24p; Paper presented at the Annual Meeting of the Rural Sociological Society (Guelph, Ontario, Canada, August, 1981).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Academic Aspiration, *Adoption (Ideas), Age Groups, *Attitude Measures, Blacks, Comparative Analysis, Economic Status, *Farmers, Income, Literature Reviews, *Occupational Aspiration, Psychological Characteristics, Rural Areas, Rural Farm Residents, Social Characteristics

Identifiers—*Agricultural Technology, *Louisiana

A random sample, predominantly black, of about 100 rural Louisiana residents was interviewed in 1979-80 to determine the extent to which rural residents' educational and occupational motivations were related to their adoption of agricultural technology. Published literature relevant to the subject was reviewed. With the exception of an "integrated pest management or control system," less than 50% of the residents were using recommended agricultural technology. For residents aged 20-55, the relationship between educational motivation and adoption of technology was positively related, but for those over 55, the relationship was negative. The relationship between residents' educational motivation and adoption of technology was negatively related for residents whether they owned small or large farms. Residents with higher levels of education tended to have higher adoption of technology. Occupational motivation and level of technology adoption were found to be positively related for residents with high income levels and negatively related for those with lower income levels. For residents aged 20-55 and over 55, the association between occupational motivation and adoption of technology was found to be negatively associated. Whether residents had high or low levels of education, associations between occupational motivation and level of adoption of technology were negative. (CM)

ED 207 771 RC 012 949

Norris, Carol A. Wheeler, Linda

Title IV-A/Johnson O'Malley Indian Education Program. Final Evaluation Report, 1980-81. Research Services Report 33-07-81/82-003.

Phoenix Union High School District, Ariz. Dept. of Research and Planning.

Pub Date—81

Note—53p.

Pub Type—Reports—Evaluative (142)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—*American Indian Education, American Indians, *Ancillary School Services, Career Education, Counseling Services, Curriculum Development, Educational Objectives, Multicultural Education, *Needs Assessment, *Parent Attitudes, Parent Participation, *Program Adminis-

tration, Program Content, Program Evaluation, Remedial Instruction, Secondary Education, *Student Attitudes, Summer Schools, Test Results, Tribes

Identifiers—Elementary Secondary Education Act Title IV, Johnson O'Malley Act, *Phoenix Union High School District AZ

During 1980-81, over 500 students from 43 single tribes and 63 combinations of tribes were identified and served by the Indian Education Program in the Phoenix Union High School District in Arizona. Services provided were: remedial assistance in basic skills; Indian Youth Advisors serving as paracounselors, referral sources, and school/community liaisons; field trips to Indian and non-Indian cultural events; and selected student attendance at Project "Close-Up" in Washington, D.C. A total of 36 objectives were related to program goals of: providing supplemental education programs and opportunities for Indian students district-wide; planning, developing, and implementing home/school liaison services emphasizing preventive maintenance para-counselors; planning, developing, and implementing a complete Indian studies supplemental curriculum; providing opportunities for cross-cultural experiences and communication; providing awareness of career and post-secondary alternatives for Indian students; providing overall supervisory, operational, and fiscal management of Indian Education Programs; increasing parental involvement in the educational and social development of Indian students; and providing a Johnson-O'Malley funded summer school. The report includes opinion surveys and needs assessments by parents, students, administrators, and bookstore managers, and tables showing student tribal affiliations, grade levels, dropout rates, attendance at parent meetings, and California Achievement Test Scores. (NEC)

ED 207 772 RC 012 950

Oversight of Indian Program Budgets. Hearing Before the Select Committee on Indian Affairs.

United States Senate, Ninety-Seventh Congress, First Session on Review of Budget Submissions of the Bureau of Indian Affairs, Department of the Interior; Indian Health Service, Department of Health and Human Services; Office of Indian Education, Department of Education; and Indian Housing, Department of Housing and Urban Development.

Congress of the U.S., Washington, D.C. Senate Select Committee on Indian Affairs.

Pub Date—Mar 81

Note—179p; Paper copy not available due to small print size.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*American Indian Education, *American Indians, *Budgeting, Federal Aid, Federal Government, *Federal Indian Relationship, *Financial Support, Government Role, Health Services, Hearings, Housing, Program Implementation, Reservation American Indians, *Tribal Sovereignty, Tribes

Identifiers—Bureau of Indian Affairs, Congress 97th

Testimony and prepared statements provide insight into the manner in which Indian affairs will be administered under the proposed 1982 fiscal year budget and compares the proposed innovations and the implementation of assistance to the Indian tribes with a general Federal policy to promote tribal self-determination. Probably because of the fragmentation of the Federal delivery system, the proposed budget reductions to Indian programs total \$1,118,745,000, or a 35% reduction of a planned budget of \$3.1 billion. Agencies including the Bureau of Indian Affairs, Indian Health Service, Office of Indian Education, and Department of Housing and Urban Development propose to give Indian tribes a greater role in allocation of financial resources and additional flexibility in meeting their particular reservations' needs. Appendices include statements by the Duckwater Shoshone School Board, Mississippi Band of Choctaw Indians, National Congress of American Indians, and Penobscot Nation; correspondence from the Fort Belknap Community Council, Native American Rights Fund, and Papago Tribe of Arizona; and Bureau of Indian Affairs and Department of Housing responses to written questions. (NEC)

ED 207 773 RC 012 952

Hathaway, Warren E. Rhodes, H. Clarence
Disadvantaged Learners: The Nature of the Problem and Some Potential Solutions.
 Alberta Dept. of Education, Edmonton. Planning and Research Branch.
 Pub Date—Feb 79
 Note—27p.

Pub Type—Information Analyses (070)
 EDRS Price—MF01/PC02 Plus Postage.
 Descriptors—Adolescents, Disadvantaged, Disadvantaged Environment, Disadvantaged Youth, *Dropout Characteristics, *Dropout Prevention, Dropout Research, *Educationally Disadvantaged, *Educational Strategies, Elementary Secondary Education, Foreign Countries, Individualized Instruction, Peer Influence, *Potential Dropouts, Program Effectiveness, Relevance (Education), School Role, *Self Concept, Student Attitudes, Teacher Role
 Identifiers—Alberta

A review of literature from the early sixties to the present provides an understanding of problems posed by potential dropouts (disadvantaged learners) and some potential solutions to those problems. The first section describes who potential dropouts are and why they are disadvantaged; how they can be identified; some remedial projects already undertaken; and some social impacts of dropping out of school. The second section reviews alternative educational strategies that have been tried, discussing relative advantages of integrated settings, segregated settings, and related and mediating variables (including teachers, resource rooms, individualized instruction, technological enhancement, counseling, facilities, programs, resources, and evaluation) that can affect the success of segregated or integrated classrooms. The third section draws conclusions from the literature: (1) disadvantages of potential dropouts stem from poor self-image, pessimism, and lack of sense of purpose or positive motivation; (2) disadvantaged students are readily identifiable: are over-age for their grade, believe they are failures, feel rejected and alienated, miss much school because of illness, are behind in basic subjects, and are marking time and waiting to drop out; (3) integrating such students into the regular classroom is preferred, which requires superior teachers, new and meaningful programs, individualized instruction, and new strategies for enhancing self-image. (CM/MH)

ED 207 774 RC 012 953

Ingram, E. J. McIntosh, R. G.
Education North Evaluation Project. The First Annual Report.
 Alberta Dept. of Education, Edmonton. Planning and Research Branch.
 Pub Date—Dec 80
 Note—194p.

Pub Type—Reports—Evaluative (142)
 EDRS Price—MF01/PC08 Plus Postage.
 Descriptors—*American Indian Education, American Indians, *Canada Natives, Community Characteristics, Community Education, *Community Involvement, Educational Improvement, Elementary Secondary Education, Foreign Countries, Multicultural Education, Needs Assessment, Parent Participation, Program Evaluation, Program Implementation, *Relevance (Education), Rural Education, *School Community Relationship, School Districts, Tribal Sovereignty
 Identifiers—Alberta, *Education North Project, Metis (People), Tribally Controlled

The first annual report and evaluation of Education North (a project designed to encourage parents, community members, and teachers in small, isolated, primarily Native and Metis communities in northern Alberta to work together to meet the educational needs of all community members) concentrates on the inner workings of the organizations (local education societies) which work under the Education North umbrella. Divided into three parts, the report consists of an overview, a description of the local projects, and an analysis. Part 1 first describes the evaluation design, which consists primarily of interviews, observations, questionnaires, and document analysis procedures for data-gathering purposes. Next, a history section reviews Education North's origins in leaders' concern over poor school attendance and high drop out rates, particularly among Native and Metis children. Part 2 describes the development of the local societies and highlights accomplishments of each society. Part 3, an analysis of Education North, describes

the factors and forces that are shaping the project at the end of its first year of field operations. The section deals with a number of issues emerging from the efforts of paid staff and volunteers to create and maintain the local societies. Appendices include documents used in the evaluation. (CM)

ED 207 775 RC 012 954

Young, William R., III
New Mexico Dropout Study, 1977-78 and 1978-79.
 New Mexico State Dept. of Education, Santa Fe.
 Evaluation, Assessment, and Testing Unit.
 Pub Date—80

Note—25p.; For related documents, see RC 012 909 and RC 012 955.

Pub Type—Reports—Research (143)
 EDRS Price—MF01/PC01 Plus Postage.
 Descriptors—American Indians, Black Students, *Dropout Characteristics, *Dropout Rate, Dropout Research, *Enrollment Rate, *Ethnic Distribution, *High Schools, Hispanic Americans, Pregnant Students, Public Schools, School Districts, Secondary Education, Sex Differences, *State Surveys, White Students
 Identifiers—New Mexico

Based on surveys tallying statewide enrollment and dropout figures by grade, sex, ethnicity, school and district, of 83,832 students enrolled in 1977-78 in 147 schools in 86 districts, 9,059 students (9.75%) were dropouts; of 86,117 enrolled in 150 schools in 88 districts in 1978-79, 8,069 students (8.56%) dropped out of school. For both years, grade 9 had the lowest dropout rate and grade 11 the highest. In 1977-78, 10.6% of males dropped out, as opposed to 8.8% of females; in 1978-79 the gap narrowed, with 9.2% for males and 7.9% for females. Pregnancy-caused dropouts increased slightly between the two years. Anglos had lowest dropout rates in both years (8.1% and 6.9%), while Native Americans had the highest (13.0% and 13.5%). Unlike Anglos or Hispanics, whose dropout rates peaked in grade 11 for both years, the rate for Native Americans peaked in grade 9 (1977-78) or 10 (1978-79). The Black dropout rate decreased substantially from 10.5% to 7.8%. Although districts with high minority enrollments often had high dropout rates, two such districts showed that this should not be assumed. Maximum dropout rates for districts increased between 1977-78 (17.3%) and 1978-79 (27.8%); number of districts with no dropouts increased from 3 to 4. (AW/MH)

ED 207 776 RC 012 955

Young, William Russell, III. Comp.
New Mexico Dropout Study, 1979-80.
 New Mexico State Dept. of Education, Santa Fe.
 Evaluation, Assessment, and Testing Unit.
 Pub Date—Jul 81

Note—43p.; For related documents, see RC 012 909 and RC 012 954.

Pub Type—Reports—Research (143)
 EDRS Price—MF01/PC02 Plus Postage.
 Descriptors—American Indians, Black Students, *Dropout Characteristics, *Dropout Rate, Dropout Research, *Enrollment Rate, *Ethnic Distribution, *High Schools, Hispanic Americans, Public Schools, School Districts, Secondary Education, Sex Differences, *State Surveys, White Students
 Identifiers—New Mexico

The study for 1979-80 identified 8,414 or 9.20% of the statewide enrollment of 91,438 for grades 9-12, as school dropouts, using surveys tallying all dropouts and enrollment by grade, sex, ethnicity, school, district, and possible reasons for leaving school, from 144 schools in 86 districts. The lowest rate was for grade 9, the highest for grade 11, typical of the previous 3 years. Also consistent with past results was a higher dropout rate for males (9.76%) than females (8.62%), although the differential was less. Major causes for dropping out for both males and females were "Motivational or Interest Related" (41% and 32%, respectively) and "Home or Related" (16% and 27%, respectively). Further analysis attributed the 27% rate for females to pregnancy or marriage. Anglos, Hispanics, and Blacks had similar ranges (7.69%, 8.92%, 9.19%) with an increase for Native Americans (13.59%). Anglos and Hispanics dropped out most in grade 11, Native Americans in grade 10, and Blacks in grade 12, with major causes for all groups reported as "Motivational or Interest Related." Five schools and three districts had no dropouts. Included in the report are the survey, data tabulation, and a map showing dropout rate by school district. (AW)

ED 207 777 RC 012 956

The Future of Indian People Rests with Their Young. An Administrative and Programmatic Study of the Office of Indian Education, U.S. Department of Education.

National Advisory Council on Indian Education, Washington, D.C.
 Spons Agency—Department of Education, Washington, D.C.

Pub Date—Feb 81

Note—68p.; Best copy available.
 Pub Type—Reports—Evaluative (142)
 EDRS Price—MF01/PC03 Plus Postage.

Descriptors—*American Indian Education, American Indians, *Federal Indian Relationship, Federal Programs, *Formative Evaluation, Government Role, Long Range Planning, Personnel Management, Personnel Needs, Program Evaluation, *Program Improvement
 Identifiers—National Advisory Council on Indian Education, *Office of Indian Education

Identification of problems encountered by the Office of Indian Education (OIE) and development of recommendations to improve administrative and programmatic effectiveness of OIE were goals of this study, prepared by a team from the National Advisory Council on Indian Education (NACIE). Information for evaluation was obtained from 20 survey forms completed by OIE staff; selected newspaper articles, correspondence, memos and related materials; and interviews with 24 legislators and educators. Problems reported, OIE responses, and NACIE recommendations were detailed for: staffing; grants review process; contracts and grant awards; personnel (exit interviews, job descriptions, interpersonal/communications problems, career development); OIE's mission, purpose, goals, objectives and philosophy; programmatic services; management practices; space shortages; external relations; staff relationships; code of ethics; internal management; and internal budget. Conclusions were: to evaluate OIE's credibility, effectiveness, accountability and responsiveness, NACIE should devise a periodic process to review OIE's progress in the Department of Education (ED); to clarify OIE's role and improve its visibility, NACIE should initiate activities within ED, OIE, and the House Education and Labor Committee. Appendices include: history of NACIE; NACIE model and survey form and list of data sources used for this study; agenda for NACIE study team; and NACIE Presidential appointees. (AW)

ED 207 778 RC 012 957

Findlay, E. Weldon
Approaches to Rural Development: The Guelph Experience.

Pub Date—18 Aug 81

Note—37p.; Paper presented at the Annual Meeting of the Rural Sociological Sociological Society (Guelph, Ontario, Canada, August 18-23, 1981).

Pub Type—Reports—Descriptive (141)—Speeches/Meeting Papers (150)
 EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Adoption (Ideas), Change Agents, *Change Strategies, *Community Development, *Community Involvement, Consultation Programs, Cooperative Programs, Extension Agents, Extension Education, Foreign Countries, Needs Assessment, Outreach Programs, Pilot Projects, Postsecondary Education, *Rural Development, Rural Extension, School Community Relationship, *Technical Assistance
 Identifiers—*Guelph Rural Development Outreach Project, Ontario, *University of Guelph (Ontario)

Selected concepts and theoretical orientations were identified and applied to the Guelph Rural Development Outreach Project, formed in 1976 to give leadership in the involvement of a more comprehensive and integrated approach to rural development in Ontario. Huron County (a traditional rural agricultural area), Halton Region (an area characterized by substantial urban encroachment because of its proximity to Metropolitan Toronto), and Moose Factory Island (an area of isolated small communities and limited agricultural production, dominated by forest and mineral extraction industries) served as pilot areas for demonstration and experimentation of concepts, particularly the concept of integrated rural development. The adoption-diffusion process, involving the phases of awareness, interest, evaluation/acceptance, trial, and adoption, proved particularly important in introducing agricultural extension programs. Directive and non-directive leadership approaches, ranging from dominance to consultation, partnership to dialogue, were

utilized. A stated guideline was to follow a grass-roots approach. Evolutionary, structural, and institutional approaches were adopted respectively in Huron County, Halton Region, and Moose Factory Island. Needs assessment, whether involving formal community and service agency surveys and group workshops as in Huron or innovative videotape presentations and audience responses as in Halton, was considered essential to the community development process. (NEC)

ED 207 779 RC 012 958

Surwill, Benedict J.

Recommendations to Teacher Educators for Preparing Future Teachers for Careers in Rural Schools.

Eastern Montana Coll., Billings.

Pub Date—Mar 80

Note—14p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Attitudes, Course Content, Education Courses, Elementary School Teachers, Higher Education, Institutional Role, Methods Courses, Multigraded Classes, *Needs Assessment, Rural Education, *Rural Schools, Schools of Education, Secondary School Teachers, *Small Schools, Specialization, Teacher Attitudes, Teacher Education, *Teacher Education Curriculum, *Teacher Education Programs

Identifiers—Eastern Montana College, *Montana

A survey conducted as part of the continuous review of Eastern Montana College's teacher preparation program produced written responses from 62 classroom teachers, 8 principals, and 9 superintendents from rural schools in 4 Montana counties, who strongly supported the need for specialized preparation for rural teachers. Respondents recommended that preparation programs for rural teachers should include: (1) training for teaching multi-grade classes; (2) a strong background in teaching reading; (3) methods courses and practicum experiences in teaching art, music, health, physical education, and dramatics; (4) specialized training in more than one academic discipline; (5) better training in handling classroom discipline with various age groups; (6) training in utilizing rural community resources for classroom enrichment; (7) multi-grade level curriculum planning; (8) diagnostic and planning skills to identify and meet students' needs; (9) sociological implications for teachers living and working in rural communities; and (10) preparation for school record maintenance. Specific recommendation for a special track for students intending to teach in rural schools included a methods course on teaching in rural schools, a seminar on educational sociology for rural school practitioners, a seminar on developing effective school-community relations, appropriate laboratory and clinical experiences, and student teaching in a rural school. (NEC)

ED 207 780 RC 012 959

Oral Language All Day: A Resource Guide for Effective Communication.

Spons Agency—Office of Migrant Education Programs (ED), Washington, D.C.

Pub Date—Nov 80

Note—68p. For a related document, see ED 202 644.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Communication Skills, Elementary Secondary Education, *Language Skills, *Learning Activities, Listening Comprehension, *Listening Skills, *Migrant Education, Oral Language, Resource Materials, *Speech Communication, *Speech Skills, Verbal Communication, Vocabulary Development

Identifiers—ESEA Title I Migrant Programs, *Migrant Education Oral Language Skills List

The resource guide provides migrant educators with activities to implement the National Migrant Education Oral Language Skills List, serving as both a starting point for developing oral language and as a model for the kinds of activities compatible with the stated purpose and rationale used to develop the Skills List. All listening and speaking activities are designed to develop effective communications skills in a variety of educational and social situations. Since it is impossible to predict what kinds of resources are available in individual school districts, the guide stresses the idea that oral language is found everywhere, all day, in and out of school. Activities are suggested for the following areas: (1) listening comprehension, including oral directions, recall (main-idea, sequence, and relevant details),

and relationships (cause/effect, comparison/contrast, and inference); (2) critical listening, presenting evaluation of propaganda techniques, fact, opinion, and fantasy; (3) personal listening, involving self-selected creative listening to records, tapes, television, and storytelling; (4) oral expression, covering functional communication (describing, discussing, reporting, retelling, and giving directions) and creative communication (self-expression, storytelling, and retelling for entertainment); and (5) vocabulary development of basic parts of speech as well as categories, synonyms, antonyms, multiple-meaning words, and figurative language. (NEC)

ED 207 781 RC 012 960

Darnell, Frank

Rural Education: A New Research Centre Looks at Some Perennial Problems.

National Centre for Research on Rural Education, Nedlands (Western Australia).

Pub Date—Mar 81

Note—13p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Education, *Administrative Organization, College Role, *Educational Improvement, *Educational Research, Elementary Secondary Education, Foreign Countries, Information Dissemination, Problem Solving, *Research and Development Centers, Research Design, *Rural Education

Identifiers—Australia, *National Centre Research Rural Educ (Australia)

The National Centre for Research on Rural Education (NCRRE), located at the University of Western Australia, was established in November 1980, to undertake research on educational problems in rural Australia, which include isolation, cultural heterogeneity and underdevelopment, insufficient resources, technical inadequacies, and economic deficiencies, affecting a rural school-age population of 451,000. Plans to establish NCRRE evolved from discussion and conclusions at a national conference on rural education held in Perth in November 1979. Pedagogical, economic, social, geographic, and demographic factors insofar as they bear on education in rural Australia are the objects of the Centre's interests. In addition to research on major issues and problems in rural education, the work of NCRRE is expected to include several other activities that may lead to improved rural education, including sponsorship of seminars, symposia, and conferences; development of a base for cooperative efforts and the exchange of ideas; operation of a clearinghouse for gathering and disseminating information; publication and dissemination of research results; and support of in-service activities. A Board of Management with nationwide representation gives the Centre policy direction. Centre personnel are staff members of the University's Department of Education; the director reports to the head of the Department of Education. (CM)

ED 207 782 RC 012 981

Soto, Rosalina

A Treasure Chest: Stories and Surprises.

Connecticut State Migratory Children's Program, New Haven.

Spons Agency—Connecticut State Dept. of Education, Hartford.

Pub Date—79

Note—27p. Paper copy not available due to publisher's preference.

Available from—New Haven Migratory Children's Program, Hamden-New Haven Cooperative Education Center, 1450 Whitney Ave., Hamden, CT 06517.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Elementary Education, *Hispanic Americans, Illustrations, Learning Activities, *Migrant Education, Parent Participation, *Puerto Rican Culture, *Puerto Ricans, Reading Games, Short Stories, Spanish Speaking, *Supplementary Reading Materials, *Workbooks, Writing Exercises

Produced by the Connecticut Migratory Children's Program, this workbook is directed toward Puerto Rican American students to provide the necessary involvement to stimulate the pupils' interest in reading by using stories with Puerto Rican characters. The illustrated workbook is designed to be utilized by the teacher for supplementary work on both a group and individual basis and may be

taken home to involve parents in their children's reading. Stories and accompanying activities include: "Reinita" (reading a short paragraph, reading a poem, answering questions, finding hidden words, and separating words into syllables); "Guarionex and the Littlest Fish" (reading a story, coloring story characters, finding hidden words in a puzzle); "Pulgarcita Goes to School" (matching words and drawings, alphabetizing, reading a rebus story with drawings substituted for some words, rhyming); and "My House" (reading a two-page play, matching phrases to make complete sentences, completing a thank you letter by filling the blanks with listed phrases, and writing a thank you letter without phrases given). (AW)

ED 207 783 RC 012 983

Pla, Myrna Toro, Leonor

Eventos de Octubre (October Events).

Connecticut State Migratory Children's Program, New Haven.

Spons Agency—Hamden-New Haven Cooperative Education Center, Conn.

Pub Date—81

Note—35p. Paper copy not available due to publisher's preference. For a related document, see RC 012 984.

Available from—New Haven Migratory Children's Program, Hamden-New Haven Cooperative Education Center, 1450 Whitney Ave., Hamden, CT 06517.

Language—Spanish

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Cultural Activities, Cultural Awareness, *Cultural Background, Elementary Education, Epics, Folk Culture, Hispanic Americans, Instructional Materials, *Migrant Education, Poetry, *Puerto Ricans, *Reading Materials, Spanish Speaking

Identifiers—Columbus Day, Halloween, *Holidays, United Nations

Written in Spanish, this booklet contains information on three events occurring in the month of October: the discovery of America (October 12), the organization of the United Nations (October 24), and Halloween (October 31). Christopher Columbus' journey to America is discussed through a short story; an epic poem ("Velas Epicas"); and five poems ("A Cristobal Colon," "Descubrimiento," "La Rabida," "Isabel, La Catolica," "Los Conquistadores," "Soy Tu Hijo," "Oh America Mia!"). The booklet briefly describes the formation of the United Nations on October 24, 1945, as well as its emblem, motto and headquarters. A brief discussion of the historical beginning of Halloween is also provided, along with a 2-scene play ("El Sueno de Halloween"); a short play ("Halloween es Aque-larre"); and four poems ("Halloween," "Mi Calabaza," "La Fiesta de las Calabazas," "Las Brujas"). (NQA)

ED 207 784 RC 012 984

Pla, Myrna Toro, Leonor

Eventos de Noviembre (November Events).

Connecticut State Migratory Children's Program, New Haven.

Spons Agency—Hamden-New Haven Cooperative Education Center, Conn.

Pub Date—81

Note—29p. Paper copy not available due to publisher's preference. For a related document see RC 012 983.

Available from—New Haven Migratory Children's Program, Hamden-New Haven Cooperative Education Center, 1450 Whitney Ave., Hamden, CT 06517.

Language—Spanish

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Cultural Activities, Cultural Awareness, *Cultural Background, Elementary Education, *Hispanic Americans, Illustrations, Instructional Materials, *Learning Activities, *Migrant Education, Puerto Rican Culture, *Puerto Ricans, Spanish Speaking

Identifiers—*Holidays, Thanksgiving, Veterans Day

Written in Spanish, this booklet contains information on three events occurring in the month of November: Armistice Day (November 11), the discovery of Puerto Rico (November 19), and Thanksgiving (last Thursday in November). Following a brief discussion of "Dia del Armisticio" (Armistice

Day), first celebrated on November 11, 1919, the booklet provides a poem ("Despedida") and two activities which require students to form as many words as possible using the words "armisticio" and "veterano." Along with a discussion of Puerto Rico's discovery in 1493 are 13 suggested activities for class discussions and exercises, 4 poems ("La Borinquena," "A Puerto Rico," "Bella es mi tierra," "Adivinanzas"), a discussion of the diet of the Taino people, and 2 recipes for Taino bread and corn bread sticks. Information on the historical background of Thanksgiving is provided, along with four suggested activities; a word find activity; black and white drawings of a turkey, a cornucopia, and some fruits (grapes, pear, apple, orange, pineapple, banana, cherries); and the music and words for the song, "Gracias a Dios." (NQA)

ED 207 785 RC 012 985

Toro, Leonor
Simbolos Nacionales. National Symbols.
 Connecticut State Migratory Children's Program,
 New Haven.

Spons Agency—Connecticut State Dept. of Education, Hartford.

Pub Date—81

Note—19p.; Paper copy not available due to publisher's preference.

Available from—Connecticut Migratory Children's Program, Curriculum Development Project, 1450 Whitney Ave., Hamden, CT 06517.

Language—English; Spanish

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Cultural Awareness, *Cultural Background, Cultural Enrichment, Elementary Education, *Hispanic American Culture, Illustrations, *Latin American History, Latin American Literature, *Migrant Education, *Puerto Rican Culture, Spanish Speaking, Symbolism
 Identifiers—*Bilingual Materials

Written in Spanish and English, this booklet contains information on Puerto Rico's national symbols, including its anthem, emblem, and flag. Verses to "La Borinquena," the national anthem, are given, as well as the song's historical background and musical evolution, covering contributions of Felix Astol Artes, Paco Ramirez Ortiz, Lola Rodriguez de Tio, Manuel Fernandez Juncos, and Ramon Colado. The seal of Puerto Rico, conferred upon the island by the Catholic Kings, Fernando and Isabel, on November 8, 1511 to recognize Puerto Rico as part of the Spanish Empire is described, and the historical, cultural, and religious significance of its components (the lamb, yoke, letters, the Latin phrase for "John Is Your Name," the cross of Jerusalem, the castles, lion, and pennants) are explained and illustrated. The symbolism of the flag, designed by a group of patriots in 1895 and adopted in 1952, is also described. A short review quiz on the major points covered in the text is also given. (AW)

SE

ED 207 786 SE 033 647

Wolf, Lawrence J.
Science and Engineering Technology: A Guide to a Two-Year Associate Degree Curriculum.
 Saint Louis Community Coll. at Florissant Valley,
 Mo.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—76

Grant—NSF-GZ-3378; NSF-HES74-22284-A01; NSF-SED77-17935

Note—96p.; For related documents, see SE 033 648-657. Not available in paper copy due to copyright restrictions.

Available from—National Science Teachers Association, 1742 Connecticut Ave., N.W., Washington, DC 20009 (write for correct price).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Case Studies, Chemistry, College Science, *Course Descriptions, *Curriculum Development, Curriculum Guides, Electronics, Engineering Education, Higher Education, *Interdisciplinary Approach, Mathematics, Physics, *Science Course Improvement Projects, Science Curriculum, Science Education, *Technical Education, Two Year Colleges

Identifiers—*Science and Engineering Technician

Curriculum

The Science and Engineering Technician (SET) Curriculum is a two-year post-secondary curriculum designed to prepare technicians to use the electronic instruments which became available in the early 1970's as a result of advances in different fields of electronics. It is an interdisciplinary program of study which integrates elements from the disciplines of chemistry, physics, mathematics, mechanical technology, and electronics technology, with a special skill focus on electronics instrumentation. This guide provides an overview of the project. It includes the following: (1) an assessment of the needs of the students, employers, and transfer institutions which are met by the SET Curriculum; (2) an outline of the sequence of courses in the curriculum; (3) a list of study guides prepared for these courses; and (4) sources of other relevant instructional materials. Case studies of individual students describe experiences with the curriculum and provide follow-up information after graduation. Other case studies of trial implementations focus on information useful to colleges considering use of the SET Curriculum. (Author/SK)

ED 207 787 SE 033 648

Melton, Roger H.
Algebraic and Trigonometric Equations With Applications. A Study Guide of the Science and Engineering Technician Curriculum.

Saint Louis Community Coll. at Florissant Valley,
 Mo.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—76

Grant—NSF-GZ-3378; NSF-HES74-22284-A01; NSF-SED77-17935

Note—114p.; For related documents, see SE 033 647-657. Not available in paper copy due to copyright restrictions. Contains occasional marginal legibility.

Available from—National Science Teachers Association, 1742 Connecticut Ave., N.W., Washington, DC 20009 (write for correct price).

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Algebra, *College Mathematics, Engineering Education, Higher Education, Instructional Materials, Interdisciplinary Approach, Mathematical Applications, Mathematics Curriculum, Mathematics Education, *Science Course Improvement Projects, Science Education, *Study Guides, *Technical Education, *Trigonometry, Two Year Colleges

Identifiers—*Science and Engineering Technician Curriculum

This study guide is part of an interdisciplinary curriculum entitled the Science and Engineering Technician (SET) Curriculum designed with the objective of training technicians in the use of electronic instruments and their applications. The curriculum integrates elements from the disciplines of chemistry, physics, mathematics, mechanical technology, and electronic technology. This guide provides that part of the mathematics content related to algebraic and trigonometric equations and their applications. The following topics are included: (1) linear equations in two unknowns; (2) trigonometric equations and vectors; (3) systems of linear equations; (4) quadratic equations; (5) complex numbers-imaginary roots of quadratic equations; (6) equations containing fractions; and (7) exponential and logarithmic equations. (Author/SK)

ED 207 788 SE 033 649

Cavanaugh, Vince Greer, Marlin
Analog and Digital Electronics. A Study Guide of the Science and Engineering Technician Curriculum.

Saint Louis Community Coll. at Florissant Valley,
 Mo.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—76

Grant—NSF-GZ-3378; NSF-HES74-22284-A01; NSF-SED77-17935

Note—93p.; For related documents, see SE 033 647-657. Not available in paper copy due to copyright restrictions. Contains occasional light and broken type.

Available from—National Science Teachers Association, 1742 Connecticut Ave., N.W., Washington, DC 20009 (write for correct price).

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Electric Circuits, Electronic Equipment, *Electronics, Engineering Education, Higher Education, Instructional Materials, Interdisciplinary Approach, *Science Course Improvement Projects, Science Education, Semiconductor Devices, *Study Guides, *Technical Education, Transistors, Two Year Colleges

Identifiers—*Science and Engineering Technician Curriculum

This study guide is part of an interdisciplinary curriculum entitled the Science and Engineering Technician (SET) Curriculum devised to provide basic information to train technicians in the use of electronic instruments and their application. The program of study integrates elements from the disciplines of chemistry, physics, mathematics, mechanical technology, electronics technology and electronics. The following topics are included in this guide: (1) diodes; (2) transistors; (3) regulated power supplies; (4) oscillators; (5) filter circuits; (6) digital concepts; (7) digital electronic circuits; (8) combinational logic; and (9) binary arithmetic. (Author/SK)

ED 207 789 SE 033 650

Ballinger, Jack T. Wolf, Lawrence J.
Chemical Science and Technology I. A Study Guide of the Science and Engineering Technician Curriculum.

Saint Louis Community Coll. at Florissant Valley,
 Mo.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—76

Grant—NSF-GZ-3378; NSF-HES74-22284-A01; NSF-SED77-17935

Note—58p.; For related documents, see SE 033 647-657. Not available in paper copy due to copyright restrictions. Contains occasional light type. Available from—National Science Teachers Association, 1742 Connecticut Ave., N.W., Washington, DC 20009 (write for correct price).

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Atomic Structure, *Chemistry, College Science, Engineering Education, Higher Education, Instructional Materials, Interdisciplinary Approach, Laboratory Safety, Nuclear Physics, Organic Chemistry, Radiation, *Science Course Improvement Projects, Science Curriculum, Science Education, Science Instruction, *Study Guides, *Technical Education, Two Year Colleges

Identifiers—*Science and Engineering Technician Curriculum

This study guide is part of an interdisciplinary program of studies entitled the Science and Engineering Technician (SET) Curriculum. This curriculum integrates elements from the disciplines of chemistry, physics, mathematics, mechanical technology, and electronic technology with the objective of training technicians in the use of electronic instruments and their application. This guide provides that component of the content related to chemistry and provides an introduction to the following topics: (1) chemical laboratory safety and practice; (2) atomic structure; (3) inorganic chemistry; (4) nuclear chemistry; and (5) organic chemistry. (Author/SK)

ED 207 790 SE 033 651

Ballinger, Jack T. Wolf, Lawrence J.
Chemical Science and Technology II. A Study Guide of the Science and Engineering Technician Curriculum.

Saint Louis Community Coll. at Florissant Valley,
 Mo.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—76

Grant—NSF-GZ-3378; NSF-HES74-22284-A01; NSF-SED77-17935

Note—65p.; For related documents, see SE 033 647-657. Not available in paper copy due to copyright restrictions. Contains occasional light and broken type.

Available from—National Science Teachers Association, 1742 Connecticut Ave., N.W., Washington, DC 20009 (write for correct price).

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Chemical Reactions, *Chemistry, College Science, Engineering Education, Higher Education, Instructional Materials, Organic Chemistry, Plastics, *Science Course Improvement Projects, Science Curriculum, Science Education, Science Instruction, *Study Guides, *Technical Education, Two Year Colleges

Identifiers—*Science and Engineering Technician Curriculum

This study guide is part of a program of studies entitled the Science and Engineering Technician (SET) Curriculum developed to provide a framework for training technicians in the use of electronic instruments and their applications. This interdisciplinary course of study integrates elements from the disciplines of chemistry, physics, mathematics, mechanical technology, and electronic technology. This guide provides the content for the chemistry component of the curriculum including: (1) solutions and concentrations; (2) chemical equations; (3) electrochemistry; (4) gas laws; and (5) organic materials. (Author/SK)

ED 207 791

SE 033 652

Mowery, Donald R.

Electronic Components, Transducers, and Basic Circuits. A Study Guide of the Science and Engineering Technician Curriculum.

Saint Louis Community Coll. at Florissant Valley, Mo.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—76

Grant—NSF-GZ-3378; NSF-HES74-22284-A01; NSF-SED77-17935

Note—82p; For related documents, see SE 033 647-657. Not available in paper copy due to copyright restrictions. Contains occasional marginal legibility.

Available from—National Science Teachers Association, 1742 Connecticut Ave., N.W., Washington, DC 20009 (write for correct price).

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Associate Degrees, Electric Circuits, *Electronics, *Instructional Materials, Interdisciplinary Approach, *Science Course Improvement Projects, Semiconductor Devices, *Study Guides, *Technical Education, Transistors, *Two Year Colleges

Identifiers—*Science and Engineering Technician Curriculum

This study guide is part of a program of studies entitled the Science and Engineering Technician (SET) Curriculum developed for the purpose of training technicians in the use of electronic instruments and their applications. The program integrates elements from the disciplines of chemistry, physics, mathematics, mechanical technology, and electronic technology. This volume provides content related to the following topics: (1) basic electrical quantities; (2) test instruments; (3) resistors and resistance circuits; (4) operational amplifiers; (5) bridge circuits; (6) temperature transducers; (7) power amplifiers; (8) recorders; (9) strain gauge; (10) light transducers; (11) sound transducers; (12) linear variable differential transformers; and (13) differential amplifiers. (Author/SK)

ED 207 792

SE 033 653

Melton, Roger

Functions, Analytic Geometry, Probability and Statistics. A Study Guide of the Science and Engineering Technician Curriculum.

Saint Louis Community Coll. at Florissant Valley, Mo.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—76

Grant—NSF-GZ-3378; NSF-HES74-22284-A01; NSF-SED77-17935

Note—101p; For related documents, see SE 033 647-657. Not available in paper copy due to copyright restrictions. Contains occasional marginal legibility.

Available from—National Science Teachers Association, 1742 Connecticut Ave., N.W., Washington, DC 20009 (write for correct price).

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Algebra, *College Science, Engineering Education, Geometry, Graphs, Interdisciplinary Approach, *Mathematics, *Postsecondary Education, Probability, Science Course Improvement Projects, *Technical Education, Trigonometry

Identifiers—*Science and Engineering Technician Curriculum

This study guide is part of an interdisciplinary course entitled the Science and Engineering Technician (SET) Curriculum. The course integrates elements from the disciplines of chemistry, physics, mathematics, mechanical technology, and electronic technology, with the objective of training technicians in the use of electronic instruments and their applications. This guide provides that part of the mathematics content related to functions, analytic geometry, probability, and statistics. The following topics are included: (1) variation; (2) polynomial equations of higher degree; (3) analytic geometry; (4) graphs of the trigonometric functions; (5) counting and probability; and (6) statistics and curve fitting. (Author/SK)

ED 207 793

SE 033 654

Lindberg, Andrew And Others

Materials and Fabrication Methods I. A Study Guide of the Science and Engineering Technician Curriculum.

Saint Louis Community Coll. at Florissant Valley, Mo.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—76

Grant—NSF-GZ-3378; NSF-HES76-22284-A01; NSF-SED77-17935

Note—131p; For related documents, see SE 033 647-657. Not available in paper copy due to copyright restrictions. Contains occasional marginal legibility.

Available from—National Science Teachers Association, 1742 Connecticut Ave., N.W., Washington, DC 20009 (write for correct price).

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Associate Degrees, *College Science, Engineering Education, Hand Tools, *Instructional Materials, Interdisciplinary Approach, Manufacturing Industry, Metric System, *Postsecondary Education, Science Course Improvement Projects, *Technical Education, *Trade and Industrial Education

Identifiers—*Science and Engineering Technician Curriculum

This study guide is part of a curriculum entitled Science and Engineering Technician (SET) Curriculum, a program of studies which integrates elements from the disciplines of chemistry, physics, mathematics, mechanical technology, and electronic technology. The purpose of this national curriculum development project was to provide a framework for training technicians in the use of electronic instruments and their applications. This guide is designed to be used as a supplement to a manufacturing processes text which deals with materials properties, heat treatment, and plastics. Training in materials and fabrication methods, and in those skills which are useful in a technical laboratory environment, are provided. The following topics are included in the text: (1) measurement; (2) electrical fabrication; (3) hand tools; (4) power hand tools; (5) power bench tools; and (6) metal fabrication. (Author/SK)

ED 207 794

SE 033 655

Lindberg, Andrew Bay, Robert

Materials and Fabrication Methods II. A Study Guide of the Science and Engineering Technician Curriculum.

Saint Louis Community Coll. at Florissant Valley, Mo.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—76

Grant—NSF-GZ-3378; NSF-HES74-22284-A01; NSF-SED77-17935

Note—137p; For related documents, see SE 033 647-657. Not available in paper copy due to copyright restrictions. Contains occasional light and broken type.

Available from—National Science Teachers Association, 1742 Connecticut Ave., N.W., Washington, DC 20009 (write for correct price).

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Associate Degrees, *College Science, Engineering Education, Finishing, *Industrial Education, *Instructional Materials, Interdisciplinary Approach, Painting (Industrial Arts), Plastics, *Postsecondary Education, Science Course Improvement Projects, *Technical Education, Welding

Identifiers—*Science and Engineering Technician Curriculum

This study guide is part of a program of studies entitled Science and Engineering Technician (SET) Curriculum. The SET Curriculum integrates elements from the disciplines of chemistry, physics, mathematics, mechanical technology, and electronic technology with the objective of training technicians in the use of electronic instruments and their applications. The following topics are included: (1) welding; (2) soldering and brazing; (3) plastics fabrication; (4) tubing and piping fabrication; (5) materials, properties and testing; (6) heat treating; and (7) finishes. (Author/SK)

ED 207 795

SE 033 656

Dixon, Peggy And Others

Physics of Mechanical, Gaseous, and Fluid Systems. A Study Guide of the Science and Engineering Technician Curriculum.

Saint Louis Community Coll. at Florissant Valley, Mo.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—76

Grant—NSF-GZ-3378; NSF-HES74-22284-A01; NSF-SED77-17935

Note—107p; For related documents, see SE 033 647-657. Not available in paper copy due to copyright restrictions. Contains occasional light and broken type.

Available from—National Science Teachers Association, 1742 Connecticut Ave., N.W., Washington, DC 20009 (write for correct price).

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Acoustics, Associate Degrees, *College Science, *Engineering Education, Heat, *Instructional Materials, Interdisciplinary Approach, Measurement, Mechanics (Physics), Motion, *Physics, *Postsecondary Education, Science Course Improvement Projects, *Technical Education, Temperature, Time

Identifiers—*Science and Engineering Technician Curriculum

This study guide is part of a program of studies entitled Science and Engineering Technician (SET) Curriculum. The SET Curriculum integrates elements from the disciplines of chemistry, physics, mathematics, mechanical technology, and electronic technology. The objective of this curriculum development project is to train technicians in the use of electronic instruments and their applications. This guide provides part of the content of the physics component of the curriculum. The document introduces basic concepts such as length (distance), time, mass, weight, measurement, and basic electrical concepts. Other topics include the following: (1) translational motion; (2) rotational motion; (3) temperature and heat; (4) properties of gases and liquids; and (5) sound and wave motion. (Author/SK)

ED 207 796

SE 033 657

Craig, Jerry Stapleton, Jerry

Science and Engineering Graphics I. A Study Guide of the Science and Engineering Technician Curriculum.

Saint Louis Community Coll. at Florissant Valley, Mo.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—76

Grant—NSF-GZ-3378; NSF-HES74-22284-A01; NSF-SED77-17935

Note—144p; For related documents, see SE 033 647-656. Not available in paper copy due to copyright restrictions. Contains numerous light and broken type.

Available from—National Science Teachers Association, 1742 Connecticut Ave., N.W., Washington, DC 20009 (write for correct price).

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Associate Degrees, Charts, *College Science, Diagrams, *Engineering Drawing, Engi-

neering Graphics, Graphic Arts, Graphs, *Instructional Materials, Interdisciplinary Approach, Orthographic Projection, *Postsecondary Education, Science Course Improvement Projects, *Technical Education, Technical Illustration
Identifiers—*Science and Engineering Technician Curriculum

This study guide is part of a program of studies entitled Science and Engineering Technician (SET) Curriculum. The SET Curriculum was developed for the purpose of training technicians in the use of electronic instruments and their applications. It integrates elements from the disciplines of chemistry, physics, mathematics, mechanical technology, and electronic technology. This guide provides basic information related to the following topics: (1) lettering and use of equipment; (2) geometrical construction; (3) sketching and shape description; (4) multiview projection; (5) auxiliary views; (6) sectional views; (7) drawing; and (8) charts and graphs. (Author/SK)

ED 207 797

SE 035 483

Hart, Richard A.

A Manual of Mosquito Control Projects and Committee Assignments for 4-H and Scouts Biology Class Projects, Organized Community Service Programs, and Individuals Interested in Environmental Management.

Environmental Protection Agency, Denver, Colo.; Northwest Missouri State Univ., Maryville.
Pub Date—Jun 80

Note—124p.; Contains occasional light and broken type.

Available from—Environmental Protection Agency, Region VIII, 1860 Lincoln St., Denver, CO 80295 (free while supply lasts).

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Biology, *College Science, Community Programs, *Entomology, Environmental Education, Higher Education, Mathematics Education, *Public Health, Science Education, Secondary Education, *Secondary School Science, Statistics, *Student Projects

Identifiers—Biological Control, *Mosquitoes, *Pest Control

The mosquito control projects presented in this manual were prepared from an educational viewpoint and are intended for use by students in 4-H and Scouts and as a supplement to high school and college biology course work. The major emphasis of the projects is on integrated pest management, an approach utilizing cost-effective control methods which minimize environmental and health risks. Projects are organized into three sections: (1) "Getting Organized Projects," which are primarily educational or recreational and when taken collectively contribute toward reducing the numbers of mosquitoes; (2) "Control Projects," including map making, breeding site location and plotting, and collecting and identifying flying mosquitoes; and (3) "Research Projects," fostering the development of better control methods for local conditions by emphasizing the sampling of mosquito populations in such a way that meaningful descriptions and predictions can be made of the effects of control methods. (Author/JN)

ED 207 798

SE 035 488

Abelson, Hal Goldenberg, Paul

Teacher's Guide for Computational Models of Animal Behavior: A Computer-Based Curriculum Unit to Accompany the Elementary Science Study Guide "Behavior of Mealworms." Artificial Intelligence Memo No. 432.

Massachusetts Inst. of Tech., Cambridge. Artificial Intelligence Lab.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—LOGO-46

Pub Date—Apr 77

Grant—NSF-EC-40708-X

Note—35p.

Available from—Artificial Intelligence Lab., 545 Technology Square, Rm. 338, Cambridge, MA 02139 (\$1.75).

Pub Type—Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Biology, Computer Assisted Instruction, *Computers, *Curriculum Development, Educational Technology, Elementary Education, *Elementary School Science, *Experimental Curriculum, Instructional Materials, *Learning Activities, Mathematics Education, Science

Curriculum, Science Education, Science Instruction

Identifiers—*LOGO Programming Language, Mathematics Education Research, Science Education Research

This experimental curriculum unit suggests how dramatic innovations in classroom content may be achieved through use of computers. The computational perspective is viewed as one which can enrich and transform traditional curricula, act as a focus for integrating insights from diverse disciplines, and enable learning to become more active and project oriented. This unit suggests how an interplay of computer and non-computer activities could occur with elementary school biology. This material is envisioned as a second exposure to the LOGO programming language. Hence, the issues of introducing students to the basics of writing procedures and controlling turtles are not discussed. The focus is on illustrating how accessible computer-oriented facilities can be integrated into the classroom environment. The unit is prepared as a companion to the Elementary School Science Study "Teacher's Guide to Behavior of Mealworms." (MP)

ED 207 799

SE 035 489

Papert, Seymour And Others

Interim Report of the LOGO Project in the Brookline Public Schools: An Assessment and Documentation of a Children's Computer Laboratory. Artificial Intelligence Memo No. 484.

Brookline Public Schools, Mass.; Lesley Coll., Cambridge, Mass.; Massachusetts Inst. of Tech., Cambridge. Artificial Intelligence Lab.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—LOGO-49

Pub Date—Jun 78

Grant—NSF-77-19083-SED

Note—199p.; Contains occasional marginal legibility.

Available from—Artificial Intelligence Lab., 545 Technology Square, Rm. 338, Cambridge, MA 02139 (\$3.25).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Case Studies, Computer Programs, *Computer Science Education, Discovery Learning, Educational Research, Elementary Education, Elementary School Mathematics, Geometric Concepts, *Grade 6, *Learning Activities, Mathematical Applications, *Programming, Student Developed Materials

Identifiers—*LOGO Programming Language, *Mathematics Education Research

The LOGO activities of a group of 16 sixth-grade students, representing a full spectrum of ability, are documented with a view of developing ways of capturing the learning possibilities of such an environment. The first group of eight subjects completed 25 closely observed hours, extending over seven weeks, in a LOGO classroom situated in a Brookline School. This is an interim report on these observations designed to exhibit the content of what has been learned, and insights into both the variety of cognitive styles of the pupils and the variety of learning situations available to a teacher with which to respond to different pupil styles and analysis. The current state of analysis is presented without any effort to prune the considerable redundancy which has been generated in the process of doing this multiple-cut exercise. (Author)

ED 207 800

SE 035 490

Michener, Edwina Rissland

Understanding Understanding Mathematics. Artificial Intelligence Memo No. 488.

Massachusetts Inst. of Tech., Cambridge. Artificial Intelligence Lab.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—LOGO-50

Pub Date—Aug 78

Grant—NSF-77-19083-SEI

Note—28p.

Available from—Artificial Intelligence Lab., 545 Technology Square, Rm. 338, Cambridge, MA 02139 (\$1.75).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Cognitive Processes, *College Mathematics, Educational Psychology, Educational Research, Higher Education, *Learning Theories, *Mathematics Education, *Mathematics Instruction, Models, Teaching Methods

Identifiers—*Conceptual Models, *Mathematics Education Research

This document is concerned with the important extra-logical knowledge that is often outside of traditional discussions in mathematics, and looks at some of the ingredients and processes involved in the understanding of mathematics. The goal is to develop a conceptual framework in which to talk about mathematical knowledge and to understand the understanding of mathematics, in order to improve how to learn, teach, and how to do it. The framework is developed and used to describe the acquisition of understanding. A classroom experience using the ideas developed in a seminar with six Massachusetts Institute of Technology freshmen is reviewed. The document concludes with a review of five ingredients seen as part of the process of understanding mathematics. (MP)

ED 207 801

SE 035 491

Papert, Seymour And Others

Final Report of the Brookline LOGO Project, Part II: Project Summary and Data Analysis. Artificial Intelligence Memo No. 545.

Massachusetts Inst. of Tech., Cambridge. Artificial Intelligence Lab.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—LOGO-53

Pub Date—Sep 79

Grant—NSF-77-19083-SEI

Note—223p.; For related document, see SE 035 492.

Available from—Artificial Intelligence Lab., 545 Technology Square, Rm. 338, Cambridge, MA 02139 (\$4.00).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Biographical Inventories, *Case Studies, Computer Programs, *Computer Science Education, Elementary Education, Elementary School Mathematics, *Grade 6, *Learning Activities, Mathematical Concepts, Mathematics Education, Mathematics Instruction, *Programming, Student Developed Materials, *Teaching Methods

Identifiers—*LOGO Programming Language, *Mathematics Education Research

During the school year 1977-78, four computers equipped with LOGO and Turtle Graphics were installed in an elementary school in Brookline, Massachusetts. All sixth-grade students in the school had between 20 and 40 hours of hands-on experience with the computers. The work of 16 students was documented in detail. The volume includes: (1) an overview of the Brookline LOGO project; (2) a description of the learning styles of different students who took part in the project; (3) the experience of students at both extremes of the range of abilities present in a typical public school; (4) a breakdown of the computer programming skills and concepts learned by the students during the course of the project; (5) a breakdown of the mathematical and geometrical skills and concepts learned by the students during the course of the project; and (6) a description of the results of a brief exposure of students to a dynamic turtle which simulates Newtonian motion. (Author)

ED 207 802

SE 035 492

Watt, Daniel

Final Report of the Brookline LOGO Project, Part III: Profiles of Individual Student's Work. Artificial Intelligence Memo No. 546.

Massachusetts Inst. of Tech., Cambridge. Artificial Intelligence Lab.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—LOGO-54

Pub Date—Sep 79

Grant—NSF-77-19083-SEI

Note—224p.; For related document, see SE 035 491.

Available from—Artificial Intelligence Lab., 545 Technology Square, Rm. 338, Cambridge, MA 02139 (\$4.00).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Biographical Inventories, *Case Studies, Computer Programs, *Computer Science Education, Elementary Education, Elementary School Mathematics, *Grade 6, *Learning Activities, Mathematics Education, Mathematics Instruction, Profiles, *Programming, Student Developed Materials

Identifiers—*LOGO Programming Language,

***Mathematics Education Research**

During the school year 1977-78, four computers equipped with LOGO Turtle Graphics were installed in an elementary school in Brookline, Massachusetts. All sixth-grade students in the school had between 20 and 40 hours of hands-on experience with the computers. The work of 16 students was documented in detail. The profiles, written by the classroom teacher, are discursive essays on the experiences of each of the sixteen experimental subjects. This illustrates the wide variety of learning styles and learning paths within the LOGO learning environment. They are particularly useful for teachers who anticipate using LOGO with children, and offer a rich source of project ideas suitable for naive programmers. (Author)

ED 207 803 SE 035 493

Lawler, Robert W.

The Progressive Construction of Mind: One Child's Learning—Addition. Artificial Intelligence Memo No. 586.

Massachusetts Inst. of Tech., Cambridge. Artificial Intelligence Lab.

Spons Agency—National Science Foundation,

Washington, D.C.

Report No.—LOGO-57

Pub Date—Jun 80

Grant—NSF-77-19083-SED

Note—53p.

Available from—Artificial Intelligence Lab., 545

Technology Square, Rm. 338, Cambridge, MA

02139 (\$2.25).

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Artificial Intelligence, *Case Studies, Cognitive Development, *Cognitive Processes, Computation, Developmental Psychology, Educational Psychology, Elementary Education, *Elementary School Mathematics, Intelligence, *Learning Problems, Learning Theories, Models, *Number Concepts, Numbers, *Student Characteristics

Identifiers—*Mathematics Education Research

An intensive, naturalistic study tracked one six year old's learning for six months and more. The study was inspired by the hope that with concepts of Artificial Intelligence and sufficiently detailed observation, the path of knowledge development could be described through observing significant learning experiences. Included is a reasonably complete record of the child's public calculations, both formal and informal, during the period of the study. An interpretation of addition-related matter from the main body of the study is presented. The interpretive focus is on the learning processes through which a broadly applicable skill emerges from the integration of knowledge based on specific, particular experiences. (Author)

ED 207 804 SE 035 494

Lawler, Robert W.

Extending a Powerful Idea. Artificial Intelligence Memo No. 590.

Massachusetts Inst. of Tech., Cambridge. Artificial Intelligence Lab.

Spons Agency—National Science Foundation,

Washington, D.C.

Report No.—LOGO-58

Pub Date—Jul 80

Grant—NSF-77-19083-SED

Note—22p.

Available from—Artificial Intelligence Lab., 545

Technology Square, Rm. 338, Cambridge, MA

02139 (\$1.75).

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Biographical Inventories, *Case Studies, *Computers, Computer Science Education, Discovery Learning, Elementary Education, Elementary School Mathematics, Geometric Concepts, *Mathematical Enrichment, Problem Solving, *Programming, *Student Developed Materials, Symmetry

Identifiers—*LOGO Programming Language, *Mathematics Education Research

This document focuses on the use of a computer and the LOGO programming language by an eight-year-old boy. The stepping of variables, which is the development and incrementally changing of one of several variables, is an idea that is followed in one child's mind as he effectively directs himself in a freely-chosen problem-solving situation. The specific case of this child is used to show how the power of the computer in education can go well beyond the "traditional" roles of drill-and-practice and game

playing. (MP)

ED 207 805 SE 035 496

Curriculum Development: Linking Science Education to Life. Report of a Sub-regional Workshop on Designing and Developing Innovative Science Curriculum and Instructional Materials (Bangkok, Thailand, December 8-20, 1980).

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and Oceania.

Pub Date—81

Note—80p.; Not available in paper copy due to copyright restrictions.

Available from—UNIPUB, Box 433, Murray Hill

Station, New York, NY 10016 (no price quoted).

Pub Type—Collected Works—Proceedings (021)—Reports—Descriptive (141)—Reports—Research (143)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—College Science, Curriculum Design, *Curriculum Development, Elementary School Science, Elementary Secondary Education, *Foreign Countries, Higher Education, *Instructional Materials, Interdisciplinary Approach, *Science Curriculum, *Science Education, Science Equipment, *Science Instruction, Science Materials, Secondary School Science, Teacher Education, Workshops

During 1979, nine National Workshops were organized in Afghanistan, India, Japan, Malaysia, Nepal, Philippines, Sri Lanka, Thailand, and Socialist Republic of Vietnam to analyze national experiences relating to the designing and developing of innovative science curriculum and instructional materials for linking science education to real-life situations. This document presents highlights of these national workshops. Topics presented include, among others, units of activities related to real-life situations, problems and issues in science education, a list of some "how to make" low-cost science equipment, pre-service and in-service programs, implementation considerations, and recommended activities to follow-up the workshops. (SK)

ED 207 806 SE 035 497

Sellers, Burt A.

An Analysis of the Relationship of Students' Self Concepts in Science and Their Science Achievement, Mental Ability, and Gender.

Pub Date—Apr 81

Note—25p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (54th, Grossinger's in the Catskills, Ellenville, NY, April 5-8, 1981). Contains occasional broken type.

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Biology, *Cognitive Ability, Grade 10, High School Students, Science Education, Secondary Education, *Secondary School Science, *Self Concept, *Sex Differences

Identifiers—*Science Education Research

The relationship between high school sophomores' (N=214) self concepts in science and their science achievement, mental ability, and sex were investigated. The Self Concept in Science Scale was used as a measure of students' self concepts. Science achievement was measured by the students' tenth-grade final examination in biology. The measure of mental ability was the Otis-Lennon Mental Ability Test (Advanced Form J). Demographic data were obtained from guidance folders and a student questionnaire. Results indicated that a relationship does not exist between students' self concept in science and a measure of science and mental ability and grades. The major conclusion drawn from the results of the study is that students who are high achievers in biology and who have high mental ability will have the highest self concept in science. This conclusion supports the theoretical construct that the perceptual field as perceived by the individual has a specific determining effect on behavior, as well as what may be assimilated into the self. (DS)

ED 207 807 SE 035 500

Abelson, Harold And Others

Velocity Space and the Geometry of Planetary Orbits. Artificial Intelligence Memo No. 320.

Massachusetts Inst. of Tech., Cambridge. Artificial Intelligence Lab.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—LOGO-15

Pub Date—Dec 74

Grant—NSF-ED-40708-X

Note—59p.

Available from—Artificial Intelligence Lab., 545

Technology Square, Rm. 338, Cambridge, MA

02139 (\$1.75).

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Astronomy, *Geometric Concepts, Instructional Materials, *Mathematical Applications, Mathematical Concepts, *Physics, *Science Instruction, Secondary Education, *Secondary School Science, Supplementary Reading Materials

Identifiers—*Orbital Mechanics

An approach to orbital mechanics, which is accessible to beginning physics students and presupposes no knowledge of calculus, is presented. A theory of orbits is developed for the inverse-square central force law which differs considerably from the usual deductive approach. This document begins with qualitative aspects of solutions, and leads to a number of geometrically realizable physical invariants of the orbits. Consequently, most of the theorems rely only on simple geometrical relationships. Despite its simplicity, this planetary geometry is powerful enough to treat a wide range of perturbations with relative ease. It is felt that this treatment provides a better view of "what doing physics is really like" than the standard route via algebraic manipulations. The document concludes with suggestions for further research into the geometry of planetary orbits. (MP)

ED 207 808 SE 035 501

Abelson, Harold diSessa, Andy

Student Science Training Program in Mathematics, Physics and Computer Science. Final Report to the National Science Foundation. Artificial Intelligence Memo No. 393.

Massachusetts Inst. of Tech., Cambridge. Artificial Intelligence Lab.

Spons Agency—National Science Foundation,

Washington, D.C.

Report No.—LOGO-29

Pub Date—Sep 76

Grant—NSF-EC-40708-X; SMI-76-05406

Note—54p.; Contains occasional light and broken type.

Available from—Artificial Intelligence Lab., 545

Technology Square, Rm. 338, Cambridge, MA

02139 (\$2.50).

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—*Academically Gifted, Computers, *Computer Science Education, Curriculum Design, Gifted, Mathematical Applications, Physics, Pilot Projects, *Program Descriptions, Secondary Education, *Secondary School Mathematics, *Secondary School Science, Student Projects

Identifiers—*Student Science Training Program

During the summer of 1976, the MIT Artificial Intelligence Laboratory sponsored a Student Science Training Program in Mathematics, Physics, and Computer Science for high ability secondary school students. This report describes, in some detail, the style of the program, the curriculum and the projects the students under-took. It is hoped that this document can serve not only as a report to the National Science Foundation, but also as an elaboration of the program ideas about what would constitute a model educational environment for high ability secondary school students. (Author)

ED 207 809 SE 035 502

Solomon, Cynthia J.

Teaching the Computer to Add: An Example of Problem-Solving in an Anthropomorphic Computer Culture. Artificial Intelligence Memo No. 396.

Massachusetts Inst. of Tech., Cambridge. Artificial Intelligence Lab.

Spons Agency—National Science Foundation,

Washington, D.C.

Report No.—LOGO-41

Pub Date—Dec 76

Grant—NSF-EC-40708-X

Note—22p.

Available from—Artificial Intelligence Lab., 545 Technology Square, Rm. 338, Cambridge, MA 02139 (\$1.75).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Addition, *Computation, Computer Programs, Computers, *Computer Science Education, Discovery Learning, *Learning Activities, Mathematical Concepts, Models, *Problem Solving, Program Descriptions, Programming, Secondary Education, *Secondary School Mathematics Identifiers—*LOGO Programming Language

This document describes how to teach a computer to add numbers using the LOGO programming language. The programming project is described in the way a student might develop it. The model of developing the program uses humans as an anthropomorphic model for the computer, and the computer as a model for people. The document has an unorthodox style, as much of it is in the form of a monologue that reflects a programmer's mind who is working on a project. The paper concludes with the goals of the project that were attained and contains suggestions for further extension of the investigation. (MP)

ED 207 810 SE 035 505

Tobin, Kenneth G. And Others

Patterns of Reasoning: Probabilistic Reasoning.

Pub Date—Apr 81

Note—23p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (54th, Grossinger's in the Catskills, Ellenville, NY, April 5-8, 1981).

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Abstract Reasoning, Cognitive Ability, *Cognitive Development, *Cognitive Measurement, *Cognitive Processes, Cognitive Tests, *Developmental Stages, Elementary School Science, Elementary Secondary Education, Intellectual Development, Science Education, Secondary School Science

Identifiers—Probabilistic Reasoning, *Science Education Research, *Test of Logical Thinking (Tobin and Capie)

Developmental patterns in one mode of formal reasoning (probabilistic reasoning) were examined in this research study, specifically: (1) to determine if developmental patterns of probabilistic reasoning could be confirmed using a large, diverse sample of subjects, and if they could be similar despite variations in the complexity of the reasoning required to solve a problem; (2) to determine if variations in problem context led to variations in response patterns; and (3) to determine if developmental patterns of probabilistic reasoning were similar for subjects of similar reasoning ability regardless of education level. Data from 2282 subjects in grades 6-13 were collected using Tobin and Capie's Test of Logical Thinking (TOLT), form A (N=1627) and form B (N=655). For each of the four items, the proportion of students obtaining correct responses was linearly related to their formal reasoning ability and a measure of the TOLT. Two common approaches were identified for individuals attempting to use probabilistic reasoning to solve problems. (DS)

ED 207 811 SE 035 546

Feed, Need, Greed: Food Resources & Population. A High School Curriculum.

Science for the People, Cambridge, Mass. Boston Chapter.

Pub Date—80

Note—109p.; Numerous copyrighted cartoons removed. Photographs may not reproduce well. Prepared by the Food and Nutrition Group.

Available from—Science for the People, 897 Main St., Cambridge, MA 02139 (\$5.00 plus \$0.50 postage).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Consumer Economics, Developing Nations, Economics Education, *Environmental Education, *Food, Instructional Materials, Interdisciplinary Approach, Nutrition, *Population Education, Science Curriculum, Science Education, Secondary Education, *Secondary School Science, *Social Studies, *Teaching Guides, World Problems

Identifiers—Science and Society

Four units, teacher's notes, and a comprehensive glossary provide background information and activities aimed at raising the awareness of high school

students and teachers regarding the nature of the food system and its relationship to nutrition, population, and resources. These non-sequential units analyze the economic and political factors surrounding world food and population issues. Examined are: (1) myths of overpopulation; (2) quantity and quality of food eaten by underfed and overfed nations; (3) the role of large, multinational corporations in the production, cost, and distribution of food; and (4) alternative lifestyles. Designed as a supplement to the existing curriculum, units may be used in social studies and science classes. Informative charts, graphs, and illustrations are also provided. (Author/DC)

ED 207 812 SE 035 550

Morris, Sharee

Directory of Environmental Education Resources: A Guide to National and International Organizations That Provide Information on the Environment.

Center for Environmental Education, Washington, D.C.

Pub Date—80

Note—61p.; Not available in paper copy due to copyright restrictions.

Available from—Center for Environmental Education, 1925 K St., N.W., Suite 206, Washington, DC 20006 (\$3.95 plus \$0.90 postage).

Pub Type—Reference Materials - Directories/-Catalogs (132)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Ecology, *Environmental Education, Environmental Research, *Natural Resources, *Organizations (Groups), Private Agencies, Professional Associations, Public Agencies, *Resource Materials, Science Education, Wildlife

Nearly 200 national and international organizations which provide information and services related to the environment are described in this guide. Included are private groups, government agencies, professional organizations, foundations, publishers, and businesses. Listed for each source are the name, address, contact person, chief interests, kinds of help available, and the titles of publications and films. A subject guide and alphabetical index provide cross referencing. The directory concludes with a compilation of additional information sources and a bibliography of career information. (Author/WB)

ED 207 813 SE 035 575

Mathematics Instructional Materials—Elementary Grade Level.

Illinois State Office of Education, Springfield. Div. of Program Planning and Development.

Pub Date—Jul 81

Note—38p.

Available from—Program Planning and Development Section, Illinois State Board of Education, 100 North First St., Springfield, IL 62777 (no price quoted).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Basic Skills, Behavioral Objectives, *Drills (Practice), *Educational Games, Elementary Education, *Elementary School Mathematics, Games, *Instructional Materials, Learning Activities, Mathematical Concepts, *Mathematics Instruction, Mathematics Materials, Student Motivation

This collection of activities for pupils in elementary school mathematics is designed to help pupils develop skills without the usual negatives that accompany drill and practice. The practice provided is for the skills that need to be learned in order to attain the goal of acquiring the ability to solve problems. Each activity opens with a concise educational purpose. Several instructions or examples of the activity are provided for the teacher to maximize the chances for success with in-classroom use. (MP)

ED 207 814 SE 035 582

Goals for Mathematical Education of Elementary School Teachers: A Report of the Cambridge Conference on Teacher Training.

Education Development Center, Inc., Newton, Mass.

Pub Date—67

Note—141p.; For related documents, see ED 015 140, ED 042 599, and ED 153 895.

Pub Type—Opinion Papers (120) — Reports - Evaluative (142)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—College Mathematics, *Curriculum Design, Curriculum Development, Educational Change, Elementary Education, *Elementary School Mathematics, *Elementary School Teachers, Higher Education, Learning Theories, *Mathematics Teachers, *Preservice Teacher Education, Program Proposals, Teacher Education

Identifiers—*Cambridge Conference on Teacher Training

This report is intended to provide attention to issues that the Cambridge Conference feels are related to the mathematical training of elementary school teachers. The document is divided into three parts. Part I, titled "The Problems and Proposals Towards the Solution," contains the following chapters: (1) Introduction to the Report; (2) The Preservice Training of Elementary School Teachers; (3) The In-Service Environment of Elementary School Teachers; and (4) Recommendations. Part II, "Details of the Mathematics Curriculum," contains: (5) Details of Proposal One; and (6) Details of Proposal Two. The third part is titled "Essays on Some Aspects of Elementary School Training," and contains six essays. It is hoped that this document will inspire debate, controversy, and experiment, and that out of these will eventually emerge guidelines which can actually be used. (MP)

ED 207 815 SE 035 583

Carl, Iris M.

These Programs Worked in Raising Math Scores. Clinic A-14.

Pub Date—81

Note—12p.; Paper presented at the Meeting of the National School Boards Association (Dallas, TX, April 11-14, 1981).

Pub Type—Opinion Papers (120) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Conferences, *Curriculum Design, *Curriculum Development, *Mathematics Curriculum, *Mathematics Education, Mathematics Instruction, *Program Improvement, Program Proposals

Identifiers—*National Council of Teachers of Mathematics

This paper presents the eight major categories of recommendations made by the National Council of Teachers of Mathematics (NCTM's) booklet "An Agenda for Action," that are considered components of programs designed to improve mathematics education, and as a by-product, raise mathematics scores of pupils on standardized tests. The three major and urgent problems that must be addressed are: (1) School mathematics programs are generally not keeping pace with the changing needs for mathematical ability dictated by changing technologies; (2) Most students are not studying sufficient high school mathematics to prepare them for their futures as workers, consumers, or citizens; and (3) There is a growing shortage of qualified mathematics teachers in the secondary classroom. The NCTM offers the professional organization's resources, efforts, and commitment to the solution of the problems addressed, and has provided a blueprint to begin. The actual solutions depend upon the actions of the public. (MP)

ED 207 816 SE 035 585

Peters, Richard

Ecosocial Studies: A Strategy to Develop Global Perspectives and Relationships Among Nations and Between Humans and Their Natural/Social Environments.

Pub Date—Aug 81

Note—25p.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Citizenship Education, Curriculum Development, Ecology, Elementary Secondary Education, *Environmental Education, Futures (of Society), *Global Approach, Instructional Innovation, Interdisciplinary Approach, Science Education, *Social Environment, *Social Studies, Teaching Methods

Presented is a view of ecosocial studies as representing one instructional strategy which can be used in the classroom to develop global awareness and perspectives in elementary and secondary education students. In addition to defining the need for and scope of ecosocial studies, this document: (1) discusses the role of the social studies; (2) indicates how ecosocial studies can help correct three weak-

nenses in present social studies curricula; (3) presents a schema for and examples of a proactive action model; (4) outlines a sample unit of study from the Humans and Ecology Learning Program; and (5) briefly addresses preservice and inservice teacher education. (DC)

ED 207 817

SE 035 589

Simmons, John S., Ed.

Learning About Energy in Secondary Schools: Some Exemplary Lessons for Students. Volume II. Final Report, April 8, 1981 to December 31, 1981.

Florida State Univ., Tallahassee. Coll. of Education. Spons Agency—Department of Energy, Washington, D.C.

Pub Date—81

Grant—DE-FG05-81CA10087

Note—124p.; Contains occasional marginal legibility.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Activity Units, Art Activities, *Conservation Education, Elementary School Science, Elementary Secondary Education, *Energy, *Environmental Education, *Instructional Materials, Interdisciplinary Approach, Language Arts, Learning Activities, Mathematics, *Science Activities, Science Education, Secondary School Science, Social Studies, *Teaching Guides
Identifiers—*Energy Education

Sixteen teaching units of activities were prepared for students in grades 4-12 to increase their awareness, knowledge, and skills of energy and energy related issues by examining topics such as energy conservation on the farm, foreign oil, U.S. energy consumption, energy efficient houses, alternative energy sources, personal energy use, conservation, automobiles and geography. The activities draw upon social studies, mathematics, language arts, science, art and architecture, and use a variety of teaching methods including films, discussion, role playing, readings, question and answers, map and graph reading, interviewing, speeches, lecture and group work. While the organizational format for each unit is not standardized, most indicate grade level, subject, objectives, new vocabulary, materials needed, skills, evaluation, and resource materials. In the beginning of the book, a Florida Governor's Energy Award Program, comparable to the Presidential Physical Fitness Program, is proposed. It is suggested that local areas implement this award program with their own award certificates. (DC)

ED 207 818

SE 035 590

Allen, Rodney F., Ed.

Highlands County Energy Education Activities—High School Level.

Tri-County Teacher Education Center, Sebring, Fla.

Spons Agency—Florida State Dept. of Education, Tallahassee. Office of Environment Education.

Pub Date—81

Note—60p.; Not available in hard copy due to marginal legibility of original document.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Conservation Education, *Energy, *Environmental Education, Industrial Arts, *Instructional Materials, *Interdisciplinary Approach, Language Arts, Learning Activities, Mathematics, *Science Activities, Science Education, Science Instruction, Secondary Education, Secondary School Science, Social Studies
Identifiers—*Energy Education

Presented are five instructional units, developed by the Tri-County Teacher Education Center, for the purpose of educating secondary school students on Florida's unique energy problems. Unit one provides a series of value clarification and awareness activities as an introduction to energy. Unit two uses mathematics exercises to examine energy consumption. Unit three, which focuses on basic competencies, teaches vocabulary, writing, reading, mathematics, map, and thinking skills through energy-related activities and problems. Unit four uses discussion, experimentation, role playing, and simulations to examine issues and teach problem solving, including such topics as hydrogen as a fuel, costs and benefits energy policies, air quality, and highway speeds. Included in unit five are devices which use different kinds of energy, activities for constructing a solar powered water heater, windmill, watt meter, and still. (DC)

ED 207 819

SE 035 607

Clark, Douglas W.

Basic Laboratory Skills for Water and Wastewater Analysis. Report No. 125.

New Mexico Univ., Albuquerque. Div. of Government Research.

Spons Agency—Department of the Interior, Washington, D.C. Office of Water Research and Technology; New Mexico State Univ., University Park. Water Resources Research Inst.

Pub Date—80

Note—72p.

Available from—New Mexico Water Resources Research Institute, Campus Box 3167, New Mexico State Univ., Las Cruces, NM 88003 (free for current supply, later at cost).

Pub Type—Guides - Classroom - Learner (051)

Document Not Available from EDRS.

Descriptors—*Chemistry, College Science, *Environmental Education, Environmental Technicians, Higher Education, Job Skills, *Laboratory Equipment, *Laboratory Procedures, *Laboratory Safety, Postsecondary Education, Science Education, Secondary Education, Secondary School Science, Skill Development, Technical Education, Waste Disposal, *Water Resources
Identifiers—Waste Water, Water Analysis

Designed for individuals wanting to acquire an introductory knowledge of basic skills necessary to function in a water or wastewater laboratory, this handbook emphasizes current use of routine equipment and proper procedures. Explanations and illustrations focus on underlying techniques and principles rather than processes for conducting specific tests. Chapter one discusses the purpose, procedures, and potential problems of ten basic laboratory techniques and equipment. The next three chapters focus on measuring weights and volumes, and miscellaneous measurements including temperature, electrical properties, and pH. Final chapters deal with safety, record keeping, and principles of laboratory analysis. While intended for water or wastewater laboratory personnel, much of the information is applicable to other laboratory settings. (DC)

ED 207 820

SE 035 609

Lawson, Anton E. Nordland, Floyd H.

Conservation Reasoning Ability and Performance on BSCS Blue Version Examinations.

California Univ., Berkeley. Lawrence Hall of Science.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—Feb 75

Note—14p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Biology, *Cognitive Ability, *Cognitive Development, Cognitive Tests, *Conservation (Concept), High School Students, Individual Testing, Interviews, Science Course Improvement Projects, Science Education, Secondary Education, Secondary School Science, *Student Characteristics

Identifiers—Biological Sciences Curr Study Blue Version, *Piagetian Tasks, *Science Education Research

Twenty-three high school biology students were individually administered three conservation tasks (weight, volume, volume displacement). During one semester, they were examined over the course material using published Biological Sciences Curriculum Study (BSCS) Blue Version examination questions which were previously classified as requiring either concrete or formal reasoning for successful completion. Two predictions were made and partially confirmed: (1) a significant relationship exists between a student's ability to conserve and his level of success on the examination items; and (2) nonconserving students do not score above the level of chance success on formal examination items. (Author)

ED 207 821

SE 035 610

Lawson, Anton E. Wollman, Warren T.

Encouraging the Transition from Concrete to Formal Cognitive Functioning—An Experiment.

California Univ., Berkeley. Lawrence Hall of Science.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—Feb 75

Note—24p.; Contains occasional marginal legibility.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cognitive Development, *Cognitive Processes, *Cognitive Tests, Conservation (Concept), *Developmental Stages, Elementary School Science, Elementary Secondary Education, Grade 5, Grade 7, Individual Testing, Interviews, Science Education, Secondary School Science, *Transfer of Training
Identifiers—Piaget (Jean), *Piagetian Tasks, *Science Education Research

An attempt to train concrete operational fifth-grade students (N=32) and seventh-grade students (N=32) to perform at the formal operational level on tasks demanding the control of variables are reported. The training was conducted in four individual sessions of approximately 30 minutes each. The training sessions were designed to represent a synthesis of ideas concerning the mechanisms of development put forth by Piaget, Ausubel, Bruner, and C. Lawson. The training was successful (p.001) and specific transfer of the trained concept was obtained for both samples. Pretest level of intellectual development was significantly related to success on posttest tasks of specific transfer (p.10). On one posttest task designed to measure nonspecific transfer, the trained seventh-grade subjects scored significantly higher (p.05) than the control subjects. The effectiveness of the training suggests that properly designed instruction, which is based on students' intuitive conceptual understanding at the concrete level, can raise this intuitive understanding to the level of a meaningful verbal rule which then can be successfully applied in a variety of problem situations. (Author)

ED 207 822

SE 035 611

Lawson, Anton E. Wollman, Warren T.

M-Space: Is It a Constraint on Reasoning Ability?

California Univ., Berkeley. Lawrence Hall of Science.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—Apr 75

Note—10p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cognitive Ability, *Cognitive Development, *Cognitive Processes, Cognitive Tests, *Conservation (Concept), Early Childhood Education, Elementary Education, Individual Testing, Interviews, Kindergarten Children, Science Education, Young Children
Identifiers—*M Space, Neo Piagetian Theory, *Science Education Research

Eighty-two children (ages 4.4 to 6.5 years) were administered a Backward Digit Span test to measure M-space and four conservation tasks (number, substance, continuous quantity, and weight). Based upon a neo-Piagetian theory of intellectual development proposed by Pascual-Leone (1969), two hypotheses were tested: (1) A significant relation should exist between a child's M-space and his/her ability to conserve; (2) Children should not conserve when the number of "figurative schemes" required to solve the task exceeds their M-space. Significant correlations were found among M-space and number, substance, and continuous quantity tasks. As predicted, none of 11 children with M-spaces of $e+1$ demonstrated conservation. Contrary to theoretical predictions, a substantial number of children with M-spaces of $e+2$ conserved all four quantities. It is argued that it may be possible to retain the idea of M-space as a constraint on reasoning ability if theoretical statements regarding the number of required figurative schemes are modified. (Author)

ED 207 823

SE 035 612

Lawson, Anton E. Nordland, Floyd H.

A Note on the Factor Structure of Some Piagetian Tasks.

California Univ., Berkeley. Lawrence Hall of Science.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—[75]

Note—16p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cognitive Development, Cognitive Processes, *Cognitive Tests, *Conservation (Concept), *Developmental Stages, Factor Analysis, *Factor Structure, Grade 7, Individual Testing, Interviews, Science Education, Secondary Education, Secondary School Science, Student Characteristics

Identifiers—Piaget (Jean), *Piagetian Tasks,

*Science Education Research

Some evidence supports the hypothesis that formal operational reasoning ability (at least that measured by Piagetian tasks) is a unified process. The purpose of this research was to determine: (1) if conservation tasks, such as conservation of number, liquid amount, weight and volume, are unifactorial; and (2) if conservation tasks form a scale of early concrete to early formal reasoning ability, would analysis yield two principal components - a concrete component and a formal component. Ten Piagetian tasks were administered to 96 seventh-grade urban science students. The factor structure of the tasks was determined using principal components analysis. The analysis did reveal two components. One component was identified as an early concrete operational component. The other component was identified as an early formal operational component. The results were consistent with Piaget's theoretical discussions about what the tasks measure and represent a factorial validation of the tasks. This indicates that the tasks can be used in a meaningful manner to measure concrete and formal operational thought. (Author/DC)

ED 207 824 SE 035 614

Tully, Randolph R., Jr. Reese, D. Chris
Counting on Energy. Project E3 (Energy, Economics, and the Environment).
Montgomery County Intermediate Unit 23, Blue Bell, Pa.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Pennsylvania State Dept. of Education, Harrisburg.

Pub Date—80
Grant—76495C
Note—126p.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Activity Units, Conservation Education, *Economics, Elementary School Science, Elementary Secondary Education, *Energy, Energy Conservation, *Environmental Education, Home Economics, Industrial Arts, *Interdisciplinary Approach, Intermediate Grades, Mathematics Education, Science Education, Secondary School Science, Skill Development, Social Studies, *Teaching Guides

Identifiers—*Energy Education

Five units are designed to provide an opportunity for in-depth, technical analysis in the fields of energy, economics, and the environment. In an effort to move up elementary and secondary students beyond general awareness, activities call for the application of numbers where typically only vague generalities are discussed. Within each chapter, activities are written on three levels of skill development: (1) awareness level, where students identify and analyze concerns by qualitative means; (2) transitional level, where they refine and extend these abilities to quantitative analysis; and (3) operational level, where they apply these techniques in more complex situations. Activities within each unit not only progress in skill level difficulty but also in grade level ranging from fourth to twelfth grade. Drawing upon many subject areas, these interdisciplinary activities focus on five topics: human energy, electricity, space heating, solar energy, and bioconversion. Each unit includes an overview, extensive teaching notes, worksheets, data sheets, and six or more activities. (Author/DC)

ED 207 825 SE 035 620

University Curricula in the Marine Sciences and Related Fields, Academic Years 1979-1980, 1980-1981.

National Oceanic and Atmospheric Administration (DOO), Rockville, Md. National Sea Grant Program.

Pub Date—81
Contract—DOC-NA-79-SAC-00669
Note—304p; Not available in paper copy due to small print.

Available from—Director, Office of Sea Grant, National Oceanic and Atmospheric Administration, 6010 Executive Blvd., Rockville, MD 20852 (free while supply lasts).

Pub Type—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—College Science, *Course Descriptions, *Degree Requirements, Ecology, Engineering Education, Environmental Education, Fisheries, Higher Education, *Marine Biology,

*Oceanography, *Program Descriptions, Science Curriculum, Science Education, *Science Programs, Technical Institutes

Identifiers—*Marine Education

A listing of courses and programs offered by selected universities, colleges, and technical institutions in the United States and Canada is provided to assist students planning careers in the marine sciences and others who need current information on marine-related programs. Institutions included offer programs of at least 25 semester hours in the marine education field. In addition to traditional courses and programs, programs in marine law, fisheries and food science, the maritime field, and naval architecture are also described. The alphabetical listing by institution includes information on: (1) facilities including research labs and vessels; (2) undergraduate and graduate degree programs; (3) marine courses; (4) faculty members; and (5) contact person for further information. (Author/DC)

ED 207 826 SE 035 621

Nash, Philip C. And Others
A Guide to Energy-Related Curriculum at California Community Colleges and Certain Other Programs.

Monterey Peninsula Coll., Calif.
Spons Agency—Department of Education, Washington, D.C.

Pub Date—Sep 80
Note—111p.

Available from—Bob Schaefer, Monterey Peninsula College, Alternative Energy Project, 980 Fremont Blvd., Monterey, CA 93940 (free while supply lasts).

Pub Type—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—College Curriculum, *College Programs, *Community Colleges, Community Education, Community Services, *Course Descriptions, Degree Requirements, *Energy, Higher Education, Noncredit Courses, Postsecondary Education, *Program Descriptions, Science Curriculum, Science Education

Identifiers—Alternative Energy Sources, *Energy Education

Information is provided in five separate sections on California community college energy programs for students interested in selecting a program and for college personnel interested in beginning or improving a program. Contents of most sections are arranged alphabetically according to the name of the college, project, or organization. Section I outlines degree and certificate programs, including requirements and course/program descriptions. Section II identifies individual course offerings, and Section III lists non-credit workshops, forums, and seminars available through community education and community services. Section IV contains information about programs and resources that for the most part are not linked to instructional programs at community colleges in California but may be of interest to community college personnel. The last section identifies information sources for technical and other assistance. (Author/DC)

ED 207 827 SE 035 622

McNicol, Shirley LeMaistre, Cathrine
Problem Solving with Calculators in Elementary School Mathematics: Report to the Protestant School Board of Greater Montreal.

McGill Univ., Montreal (Quebec). Faculty of Education.
Spons Agency—Protestant School Board of Greater Montreal (Ontario).

Pub Date—81
Note—69p.

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Attitudes, Basic Skills, *Calculators, Curriculum Development, Educational Research, Educational Technology, Elementary Education, *Elementary School Mathematics, *Grade 3, *Grade 5, Mathematics Curriculum, *Mathematics Education, Mathematics Instruction, *Problem Solving

Identifiers—*Mathematics Education Research

This pilot study was designed with four general objectives: (1) improving problem-solving strategies through the use of calculators; (2) determining the most effective timing for introducing calculators; (3) enhancing student interest in mathematics as a result of using calculators; and (4) identifying possibilities for further investigation. The main question was "Which of the basic skills in problem

solving in elementary school mathematics can be developed through the use of the calculator?" Seven basic skills needed in problem solving were identified. The subjects were in grade three and grade five in each of two schools. One school became the experimental (calculator) group, and the other served as a control. Both schools followed the same mathematics curriculum guidelines and used the same text series. Results of the study indicate support for the use of calculators in developing certain basic skills in problem solving, with indications that further investigations are needed. Among the appendices are copies of the pretest, attitude scales, and a posttest used with both grade levels; teacher memos; suggested guidelines; record sheet forms; and selected samples of student-created problems. (MP)

ED 207 828 SE 035 640

Deckel, Walter And Others
Measuring Energy Conservation with Utility Bills. California Univ., Berkeley. Lawrence Berkeley Lab. Spons Agency—Department of Energy, Washington, D.C.

Report No.—LBL-10114

Pub Date—Nov 79

Contract—DOE-W-7405-ENG-48

Note—36p.

Available from—Carl York, Lawrence Berkeley Lab., University of California, Energy & Environment Div., Berkeley, CA 94720 (free).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Community Colleges, *Cost Effectiveness, *Energy Conservation, *Fuel Consumption, Higher Education, *Models, Postsecondary Education, Two Year Colleges, *Utilities

Identifiers—Energy Consumption

An energy analysis model is provided for college administrators in which information from their utility bills is used to measure the amount of energy saved and to determine the fuel costs avoided when they undertake an energy conservation program. Because the model explicitly takes into account variations in weather, it provides an essential tool for evaluating energy conservation programs. An example, using actual data from a two-year college in California, is worked through in detail. A simple, graphical method of solution is presented to avoid the use of any sophisticated mathematics. The results of applying this analysis to 70 two-year colleges is used to establish the average performance characteristics of these institutions. An individual campus can then analyze its own data and compare its energy usage with that of its peers. Finally, a discussion of how these calculated results can be used to map a strategy for implementing a campus conservation program is presented. (Author/DC)

ED 207 829 SE 035 641

York, Carl M.
An Analysis of Energy Use on Community College Campuses.

California Univ., Berkeley. Lawrence Berkeley Lab. Spons Agency—Department of Energy, Washington, D.C.

Report No.—LBL-11257

Pub Date—Mar 80

Contract—DOE-W-7405-ENG-48

Note—40p.

Available from—Lawrence Berkeley Lab., University of California, Energy & Environment Division, Berkeley, CA 94720 (no price quoted).

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Community Colleges, *Comparative Analysis, *Cost Effectiveness, *Energy Conservation, *Fuel Consumption, Higher Education, Postsecondary Education, Two Year Colleges, *Utilities

Identifiers—Energy Consumption

Based upon an engineering and statistical analysis of energy use on community and two-year college campuses, a simple model for describing energy use is introduced and applied to data from 80 campuses to determine average values for the parameters of the model. These values indicate that the use of energy does not depend on the type of heating fuel or combination of fuels used, but rather on the physical construction of the campus buildings and the way they are utilized. Since the model automatically separates out differences in size and climate between campuses, it provides an individual campus with an objective means of comparing its energy use with that of its peers. (Author/DC)

ED 207 830 SE 035 642
University S/E Faculty Spend One-Third of
Professional Time in Research. Science Re-
sources Studies Highlights.

National Science Foundation, Washington, D.C.
Div. of Science Resources Studies.

Report No.—NSF-81-317

Pub Date—31 Aug 81

Note—5p; Not available in hard copy due to mar-
ginal legibility of original document.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Avail-
able from EDRS.

Descriptors—*College Faculty, *College Science,
*Engineering Education, Engineers, *Faculty
Workload, Higher Education, *National Surveys,
Postsecondary Education, *Research Opportu-
nities, Science Education, Scientists

Results of a survey of time spent by full-time
science and engineering faculty on professional ac-
tivity over an entire 52-week year are reported. The
nationwide survey sample was designed to be statis-
tically representative of faculty working full-time in
20 fields of science or engineering. Each surveyed
person was asked to complete a log-diary for seven
consecutive days. For this report, the 20 fields have
been combined into 7 major field groups. The activities
reported are for faculty, assistant professor or
higher in rank, in doctorate-granting institutions
during the 12 months beginning November 1, 1978.
Results indicate, among other findings, that faculty
work an average 48 hours per week and devote one-
third of their time to research, one-third to instruc-
tional activities, and one-tenth to outside
income-producing activities. A later complete re-
port will include faculty at bachelor's and master's-
degree level institutions. (Author/DC)

ED 207 831 SE 035 648
Energy Education: A Policy Development Hand-
book.

Education Commission of the States, Denver, Colo.
Spons Agency—Department of Energy, Washing-
ton, D.C.

Report No.—ECS-R-142

Pub Date—Aug 81

Grant—DE-FG05-80IR10903

Note—27p.

Available from—State Energy Education Project,
Education Commission of the States, 1860 Lin-
coln St., Suite 300, Denver, CO 80295 (no price
quoted).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, *Conservation
Education, Educational Policy, Elementary Sec-
ondary Education, *Energy, *Energy Conserva-
tion, *Environmental Education, Policy, *Policy
Formation, Postsecondary Education, *Program
Development

Identifiers—*Energy Education, Energy Policy
Designed for education policymakers, members
of educational and political organizations, repre-
sentatives of business and industry, and other groups
and individuals who are concerned with helping
young people and adults to better understand and
cope with multi-faceted energy problems, this hand-
book: (1) addresses the need for energy education,
(2) indicates the advantage of a policy basis for en-
ergy education, and (3) offers assistance for persons
in developing appropriate energy education poli-
cies. Section one builds a case for comprehensive
state and local energy education policies by defining
energy education and examining the need for en-
ergy education and related policies. Section two
outlines nine steps involved in this policy develop-
ment and implementation process and discusses
what makes policies and what obstacles impede the
process. The last section identifies other related is-
sues. (Author/DC)

ED 207 832 SE 035 650

Kroner, Audrey And Others

Inorganic Analyses in Water Quality Control
Programs. Training Manual.

Office of Water Program Operations (EPA), Cin-
cinnati, Ohio. National Training and Operational
Technology Center.

Report No.—EPA-430/1-81-015

Pub Date—Jul 81

Note—177p; Supersedes ED 158 965. For related
document, see SE 035 651. Contains occasional
marginal legibility.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Chemical Analysis, Environmental
Education, Environmental Technicians, Inservice
Education, *Instructional Materials, Job Skills,
*Laboratory Manuals, Postsecondary Education,
*Quality Control, Science Education, Technical
Education, Water Pollution, *Water Resources
Identifiers—*Water Quality Analysis, Water Treat-
ment

This lecture/laboratory manual for a five-day
course deals with the analysis of selected inorganic
pollutants. The manual is an instructional aid for
classroom presentations to those with little or no
experience in the field, but having one year (or
equivalent) of college level inorganic chemistry, one
semester of college level quantitative analysis (or
equivalent), and basic laboratory skills. Topics in-
clude: acidity, alkalinity, hardness, chlorine, total
phosphorus, fluoride, nitrate and nitrite nitrogen,
total and suspended solids, turbidity and specific
conductance, sample handling, compliance meth-
odology, accuracy, precision and error of data,
laboratory safety practices, and elements of quality
assurance programs. (Author/DC)

ED 207 833

Kroner, Audrey

Inorganic Analysis in Water Quality Control Pro-
grams. Instructor's Guide.

Office of Water Program Operations (EPA), Cin-
cinnati, Ohio. National Training and Operational
Technology Center.

Report No.—EPA-430/1-81-016

Pub Date—Jul 81

Note—267p; For related document, see SE 035
650. Contains occasional marginal legibility.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—*Chemical Analysis, Environmental
Education, Environmental Technicians, Inservice
Education, *Instructional Materials, Job Skills,
Postsecondary Education, *Quality Control,
Science Education, *Teaching Guides, Technical
Education, Water Pollution, *Water Resources
Identifiers—*Water Quality Analysis, Water Treat-
ment

This two-part instructor's guide was designed for
a five-day course for chemists and technicians with
little or no experience in inorganic analyses. Part I
provides information on course planning and man-
agement including course description, staff responsi-
bilities, suggested course plan and agenda,
timeline for planning and conducting the course,
equipment list, description of nature, and sources
and availability of instructional resources. Part II
contains instructional package worksheets which
provide a perspective of each analytical procedure,
the learning achievement levels the students should
attain, available audiovisual and other instructional
resources, and an example course of action in pre-
course preparation and classroom/laboratory in-
struction. Topics included within the course are:
acidity, alkalinity, hardness, chlorine, total phos-
phorus, fluoride, nitrate and nitrite nitrogen, total
and suspended solids, turbidity and specific con-
ductance, sample handling, compliance methodology,
accuracy, precision and error of data, laboratory
safety practices, and elements of quality assurance
programs. (Author/DC)

ED 207 834

Parsons, Jacquelynne Eccles

Sex Stereotyping Versus Perceived Value as the
Mediator of Sex Differentiated Math Participa-
tion.

Spons Agency—National Inst. of Education
(DHEW), Washington, D.C.; National Inst. of
Mental Health (DHEW), Rockville, Md.

Pub Date—81

Grant—5R01-MH31724-01; NIE-G-78-0022

Note—38p; Paper presented at the Meeting of the
Society for Research in Child Development (Bos-
ton, MA, 1981).

Pub Type—Reports - Research (143) — Speeches/-
Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Attitudes, Career Choice, *Career
Planning, Careers, Educational Research,
*Females, *Mathematics Education, Secondary
Education, *Secondary School Mathematics, Sex
Role, *Sex Stereotypes, *Student Attitudes

Identifiers—*Mathematics Education Research
Students' stereotyping of mathematics as a male
domain and their ratings of themselves on a simpli-
fied version of the PAQ was correlated with a bat-
tery of measures designed to assess student attitudes

toward mathematics and their plans to continue tak-
ing mathematics courses. This was done to evaluate
both sex-typed personality characteristics and the
effects of the stereotyping of mathematics as a male
domain on mathematics attitudes and course enroll-
ment plans. The results suggested that the link be-
tween sex-typed personality structures as defined by
the PAQ median-split-classificatory-system and
achievement-related behaviors is weak at best, with
only the responses to the instrumental items related to
self-concept of ability. The data does not support
the popular notion that sex-typing of subject matter
as masculine acts as a deterrent to female achieve-
ment. It is suggested that females may not aspire to
mathematics-related occupations, as they are often
stereotyped as decidedly unmasculine and unfemi-
nine positions. A second measure of sex role iden-
tity provided additional support for the idea that it
is not the stereotyping of mathematics but rather the
range of a student's activity interest that is critical
in determining attitudes towards mathematics.
(MP)

ED 207 835

Haupt, Edward J. Herman-Sissons, Therese M.

Classification and IQ-Alternative Predictors of
Math Performance.

Pub Date—Mar 81

Note—7p; Paper presented at the Meeting of the
Eastern Educational Research Association (Phila-
delphia, PA, March 1981).

Pub Type—Reports - Research (143) — Speeches/-
Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Achieve-
ment, Achievement Tests, *Educational Re-
search, Elementary Secondary Education,
*Evaluation Methods, Learning Theories, *Math-
ematics Education, Prediction, *Predictive Mea-
surement, Predictor Variables, Testing
Identifiers—Classification Assessment Test,
*Mathematics Education Research, Piagetian
Tasks, *Piagetian Tests

This study explored the relationship between clas-
sification achievements and mathematics scores. A
series of 16 items which included many of the tradi-
tional tasks used in Piagetian examinations of intel-
lectual function, were used in group presentations.
Ten of these tasks required concrete operations in-
cluding class inclusion, additive composition, multi-
ple classification, conservations, parallel seriation,
horizontal and vertical axes, and coordination of
perspective. The remaining six tasks tested formal
operations. Four districts in central New Jersey
provided 529 pupils who took the group assessment
of Piagetian tasks. The children were in a variety of
grades from grade 4 to grade 9. The results sup-
ported findings from other research that maximum
prediction of educational test scores results from
combining traditional Intelligence Quotient (IQ)
Scores and achievements on various Piagetian tasks.
The ability of the score of classification achieve-
ments to predict mathematics performance points
to improvements in the ability to predict mathemat-
ics performance. (MP)

ED 207 836

Smith, Cyrus F., Jr. Kepner, Henry S., Jr.

Reading in the Mathematics Classroom.

National Education Association, Washington, D.C.
Report No.—ISBN-0-8106-3203-9

Pub Date—81

Note—64p; Not available in hard copy due to
copyright restrictions.

Available from—National Education Association,
1201 16th St., N.W., Washington, DC 20036
(Stock No. 3203-9-00; no price quoted).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Avail-
able from EDRS.

Descriptors—Basic Skills, *Content Area Reading,
Decoding (Reading), Instructional Materials,
Learning Problems, Learning Theories, *Math-
ematical Vocabulary, Mathematics Curriculum,
*Mathematics Education, *Mathematics Instruc-
tion, *Reading Comprehension, *Reading Skills,
Teaching Methods

The concept that it is important for students to
learn how to read the language of mathematics is
promoted. Most mathematics teachers neither have
the knowledge nor feel the responsibility to develop
reading skills in their students. The materials in this
document are viewed to be of sufficient variety and
potential for making important improvements in
mathematics classrooms. The teaching ideas are
based on the well-accepted notion that learning re-

sults from interest in a subject. Providing that interest, through readiness, is considered the key. Individual chapter titles are: (1) The Reading Phase of Mathematics; (2) The Instructional Framework; (3) The Structured Overview; (4) The Development of Mathematics Vocabulary; (5) The Dilemma of Word Problems; (6) The Readability of Mathematics Materials; and (7) Concluding Remarks. Additional Mathematics/Reading Resources - Teacher Focus; Recreational/Supplementary Resources - Student Focus; and References are found at the conclusion of the document. (MP)

ED 207 837 SE 035 660

Seiferth, Bernice B.

Some Models of Mathematics Teachers' Centres.

Pub Date—81

Note—8p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Inservice Teacher Education, *Mathematics Education, Mathematics Instruction, *Program Descriptions, Program Design, *Teacher Centres, *Teacher Education Identifiers—*England (London), *Mathematics Centres

There are two types of teacher centres in Great Britain, multi-purpose centres designed for all subjects of the curriculum, and topical centres which deal specifically with one area of subject matter such as mathematics, English, etc. In this paper, the five mathematics centres in London are analyzed for purpose, materials available, and individual emphasis in each centre. Materials are described in detail and significance of the British system for U.S. teacher training is noted. (Author)

ED 207 838 SE 035 665

Rudy, John And Others

Saving Schoolhouse Energy. Final Report.

Department of Energy, Washington, D.C. Office of Buildings and Community Systems.

Report No.—LBI-9106

Pub Date—30 Jun 79

Contract—DOE-W-7405-ENG-48

Note—96p; Contains occasional light and broken type.

Available from—National Technical Information Service, 5285 Port Royal Rd., Springfield, VA 22161 (\$9.50).

Pub Type—Reports - General (140)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Cost Effectiveness, Elementary Secondary Education, *Energy Conservation, *Facility Improvement, Federal Programs, Fuel Consumption, *Guidelines, Program Descriptions, *School Buildings

Identifiers—*Energy Audits, Energy Consumption The objective of the Saving Schoolhouse Energy Program was to generate information that school administrators and federal energy/education decision makers could use to identify ways of implementing specific, economical remedies to reduce energy waste in schools. This program was designed to have five phases: (1) Conduct an energy audit of ten "typical" elementary schools in various locations to identify energy conservation opportunities with an attractive payback period; (2) Design the selected retrofit modifications for these schools; (3) Install the retrofit modifications and verify their installation; (4) Monitor the energy use of the buildings after retrofit and compare with the energy use prior to modification; and (5) Develop a plan to disseminate the information to school districts and others interested in energy conservation. Funding, procedures, problems, results, and conclusions related to these phases are summarized in this report. Supplements present information on energy conservation programs and measures for school systems. (Author/DC)

ED 207 839 SE 035 666

Schlenker, Richard M.

A Model Framework for Course Materials Construction. Third Edition.

Pub Date—Jun 81

Note—64p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Course Content, *Course Organization, *Curriculum Design, Curriculum Development, *Guidelines, Instructional Materials, *Material Development, Military Schools, Postsecondary Education

A model framework for course materials construction is presented as an aid to Coast Guard course writers and coordinators, curriculum deve-

lopers, and instructors who must modify a course or draft a new one. The model assumes that the instructor or other designated person has: (1) completed a task analysis which identifies the competencies, skills or behaviors which then become the terminal objectives of the course, and (2) developed a curriculum outline based upon these terminal objectives. The framework consists of an instructor's guide and a student's guide. Specific items which must be included in each of these guides are outlined using an existing course manual as an illustrative example. The instructor's guide lists approximately 20 items for inclusion such as forward, course scope, class schedule, pre- and post-tests, references and handouts. Information is also provided on how the guides should be written in terms of format, type spacing, and lettering and numbering. (DC)

ED 207 840 SE 035 667

Nestor, Joanne P., Ed. Glotzer, Judith A., Ed.

Teaching Nutrition: A Review of Programs and Research.

Abt Associates, Inc., Cambridge, Mass.

Report No.—ISBN-0-89011-559-1

Pub Date—Aug 81

Note—315p.

Available from—Abt Books, Abt Associates, Inc., 55 Wheeler St., Cambridge, MA 02138 (\$17.50 softcover).

Pub Type—Books (010) — Reference Materials (130)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Elementary Secondary Education, Evaluation, *Health Education, Higher Education, Literature Reviews, *Nutrition, *Nutrition Instruction, *Program Descriptions, Research, Resource Materials, Science Education, *State of the Art Reviews, *Teacher Education

Presented is a comprehensive review of the literature and research on school-based nutrition education organized into seven chapters: (1) A Conceptual Framework for Individual Nutrition; (2) Evaluation of Nutrition Education: A Review; (3) Teacher Training in Nutrition Education; (4) Education and Training for School Food Service Personnel; (5) Preschool Nutrition Education; (6) Kindergarten Through Sixth Grade Nutrition Education; and (7) Secondary School Nutrition Education. Each chapter concludes with recommendations and bibliography. (DS)

ED 207 841 SE 035 668

Study on Access of Women to Specialized and Scientific Education and Training and to the Corresponding Careers in the CSSR (Undertaken by the Ministries of Education of the Czech and Slovak Socialist Republics).

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.—ED-81/WS/3

Pub Date—Dec 80

Note—106p.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Educational Opportunities, Employed Women, *Employment Opportunities, *Females, Foreign Countries, Higher Education, Postsecondary Education, *Science Careers, Science Education, *Scientific Personnel, *Training

Identifiers—*Czechoslovakia, *Science Education Research

Summarized is the research on the access of women in the Czech and Slovak Socialist Republics (CSSR) to education and training in specialized and scientific studies and to the careers for which these studies prepare. Information is organized into the following sections: (1) economic, educational, political, and social characteristics of the CSSR; (2) statistical data on enrollment in the CSSR educational system, on schooling of women by level, and on women's participation in the CSSR; (3) brief description of the research program and its implementation; (4) results of the research and analysis of problems regarding women's in- and out-of-school education; and (5) conclusions and proposals for improving further access of women to specialized and scientific education and training and to the corresponding careers. Five appendices are presented including the constitution of the CSSR, diagram of the CSSR school system, and a United Nations' statement on the access of women to science education and training and related careers. (DS)

ED 207 842

Fey, James T.

Mathematics Teaching Today: Perspectives from Three National Surveys.

National Council of Teachers of Mathematics, Inc., Reston, Va.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—ISBN-0-87353-186-8

Pub Date—81

Contract—NSF-78-SP-1130

Note—30p.

Available from—National Council of Teachers of Mathematics, 1906 Association Dr., Reston, VA 22091 (\$3.00; 20% discount to members and orders of 10 or more copies).

Pub Type—Information Analyses (070)

Document Not Available from EDRS.

Descriptors—Attitude Measures, Attitudes, Case Studies, Curriculum Development, Educational Attitudes, *Educational Change, Educational Research, Elementary Secondary Education, *Mathematics Curriculum, *Mathematics Education, *Mathematics Instruction, *School Surveys, Teacher Attitudes

Identifiers—*Mathematics Education Research

Interpretations of findings of three National Science Foundation (NSF) surveys are presented. These surveys included a large-scale survey of teachers and administrators, case studies of individual schools, and a review of the literature. The first part of the document, Mathematics Teaching Today in the Elementary and Middle School, is subdivided into: (1) Content Emphasis in Elementary Mathematics Programs; (2) Patterns of Instructional Organization and Style; (3) Perceptions of the Abilities, Problems, and Needs of Teachers; (4) The Task Ahead; and (5) References. Part two, Mathematics Teaching Today in the Secondary School, contains: (1) Course Content and Enrollments; (2) Patterns of Instructional Style; (3) Teacher Abilities, Attitudes, and Beliefs; (4) Changing School Mathematics; (5) The Task Ahead; and (6) References. (MP)

ED 207 843 SE 035 684

Easterday, Kenneth E., Comp. And Others

Activities for Junior High School and Middle School Mathematics. Readings from the "Arithmetic Teacher" and the "Mathematics Teacher."

National Council of Teachers of Mathematics, Inc., Reston, Va.

Report No.—ISBN-0-87353-189-2

Pub Date—81

Note—218p.

Available from—National Council of Teachers of Mathematics, 1906 Association Dr., Reston, VA 22091 (\$8.25; 20% discount to members and orders of 10 or more copies).

Pub Type—Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—Experiential Learning, Instructional Materials, *Junior High Schools, *Learning Activities, Mathematical Applications, Mathematical Concepts, Mathematics Instruction, *Middle Schools, *Resource Materials, Secondary Education, *Secondary School Mathematics, Teaching Methods

Presented are articles selected from the "Arithmetic Teacher" and the "Mathematics Teacher," designed to supply teachers with meaningful and useful learning activities that can be adapted to specific classroom needs. The following major strands in mathematics are covered: (1) Counting and Place Value; (2) Whole Numbers and Integers; (3) Number Theory; (4) Decimals, Fractions, and Percents; (5) Ratio and Proportion; (6) Probability and Statistics; (7) Geometry; (8) Measurement and Estimation; (9) Logic; and (10) Problem Solving. (MP)

ED 207 844 SE 035 709

Schlenker, Richard M., Perry, Constance M.

Writing Guide for Student Oceanography and Marine Biology Field Research Reports.

Pub Date—Apr 81

Note—112p; Contains occasional light and broken type.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*College Science, Environmental Research, Field Studies, *Guidelines, Higher Education, *Marine Biology, *Oceanography, *Research Reports, Science Education, Scientific Methodology, Scientific Research, Secondary Education, Secondary School Science, Student Research, *Technical Writing

Guidelines are presented for oceanography students and others who conduct field investigations to assist them in writing research reports. The discussion not only focuses on report writing but also emphasizes data gathering and library research techniques. Topics include introduction to research reports, conducting field research, tools and aids for report writing, and format. Three sample research problems and their associated reports are included which illustrate the procedures and guidelines. (DC)

ED 207 845 SE 035 710

Tossell, William E.
Partnership in Development: Canadian Universities and World Food. Background Study 45.
Science Council of Canada, Ottawa (Ontario).
Report No.—ISBN-0-0660-10668-X
Pub Date—80
Note—145p.

Available from—Canadian Government Publishing Centre, Supply and Services Canada, Hull, Quebec, Canada K1A 0S9 (Order No. S521-1/45E; \$7.20, \$6.00 in Canada).

Pub Type—Reports—Evaluative (142)
EDRS Price—MF01/PC06 Plus Postage.
Descriptors—Agricultural Education, *Developing Nations, *Food, Foreign Countries, Higher Education, *International Educational Exchange, International Organizations, International Programs, Interviews, National Surveys, *Program Descriptions, Research and Development Centers, Technical Assistance, *Universities, Veterinary Medical Education

Identifiers—Food Education and Service Training
As part of the Science Council of Canada's investigation of Canada's scientific and technical contribution to world food supply, a background study was conducted on the role of the Canadian university sector. The objectives were threefold: to determine the extent and nature of the involvement of Canadian universities during the past ten years in helping developing countries solve their food problems; to review critically the results of these activities in order to identify the kinds of programs universities should concentrate on in the future; and to identify changes needed to make more comprehensive and effective use of Canadian universities in cooperation with international research and development agencies. The findings and recommendations pertaining to educational programs which focus on training of people in and from developing nations, projects, faculty resources, and research and development organizations are summarized. (Author/DC)

ED 207 846 SE 035 717

Trembath, Richard J. Barufaldi, James P.
The Frequencies & Origins of Scientific Misconceptions.

Pub Date—Apr 81
Note—23p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (54th, Grossinger's in the Catskills, Ellenville, NY, April 5-8, 1981). Page 8 missing from document prior to being filmed. Contains occasional broken type.

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.
Descriptors—College Science, *Concept Formation, Evaluation Methods, Higher Education, *Interviews, Science Education, *Science Tests, *Scientific Concepts, Secondary Education, Secondary School Science, Student Characteristics, *Test Construction

Identifiers—*Misconceptions, *Science Education Research

The present study: (1) identified certain scientific misconceptions possessed by high school and university students; (2) identified, by written and interview means, the origins of these misconceptions; and (3) classified the misconceptions according to their origin. A pilot study using grade 9 high school students showed that, although more time-consuming, a clinical interview yielded more information about the origins of misconceptions than a request for written information about the origins. A final instrument, the Trembath Test of Scientific Misconceptions (TSSM) consisting of 16 true/false items, 15 multiple choice items, and 6 brief written statements, was administered to 47 college students. The TSSM was shown to have a satisfactory reliability. The validity of the test was measured by sampling techniques and by the judgments of a group of science educators. A clinical interview technique revealed the origin of 97.7% of the misconceptions

that were detected. The number of semester hours of science taken at grade 10 level correlated positively with the number of misconceptions possessed, and the number of credit hours of science taken in upper division of college correlated negatively with the number of misconceptions possessed. (Author/DS)

ED 207 847 SE 035 718

Hackett, Gail
Mathematics Self-Efficacy and the Consideration of Math-Related Majors: A Preliminary Path Model.

Pub Date—Aug 81
Note—31p.; Paper presented at the Annual Meeting of the American Psychological Association (Los Angeles, CA, August, 1981).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Achievement, *Career Choice, Career Planning, College Mathematics, Educational Research, Females, Higher Education, Mathematics Anxiety, *Mathematics Education, Mathematics Instruction, Models, *Sex Differences, *Student Attitudes, Undergraduate Study Identifiers—*Mathematics Education Research, *Self Efficacy

The purpose of this study was to test the hypothesis that mathematics-related self-efficacy mediates the effects of gender and mathematical preparation and achievement on mathematics-relatedness of college major. The responses of 117 undergraduates to a series of inventories and questionnaires yielded seven variables descriptive of the mathematics-related career-choice process; a causal model of the interrelationships of these variables was constructed from predictions based on self-efficacy theory. A path analysis and consequent refinement of the model resulted in a final path model which was congruent with a self-efficacy approach to women's career development. Gender was found to influence mathematics self-efficacy indirectly through two avenues of influence: (1) socialization influences, as captured by the Bem Sex Role Inventory masculinity score; and (2) mathematics preparation, as mediated by the years of high school mathematics and mathematics achievement level. Mathematics-related self-efficacy in turn influenced both mathematics anxiety and mathematics-relatedness of college major. Gender, years of high school mathematics, and mathematics anxiety were also found to influence mathematics major choice directly, as well as indirectly through mathematics self-efficacy. Unexpected results and implications of the model are discussed. (Author)

ED 207 848 SE 035 719

Svenson, Ian F. And Others
Distance University Students' Use of Course Material to Complete Mathematics Exercises.

Pub Date—Aug 81
Note—23p.; Paper presented at the Forum of the Australian and South Pacific External Studies Association (Suva, Fiji, August, 1981).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Cognitive Processes, *College Mathematics, Educational Research, Higher Education, Individualized Instruction, Mathematics Instruction, Mathematics Materials, *Problem Solving, *Undergraduate Study Identifiers—*Heuristic Methods, *Mathematics Education Research

This study reports an investigation of the way in which distance students use course materials and plan their work in order to complete mathematics exercises. Two undergraduate students of mathematics and one graduate student were asked to complete a course exercise using standard course materials under distance studying conditions. They verbalized their thoughts while working. The verbal protocols of students' problem-solving processes and use of course materials were described and compared using 12 component procedures of mathematics problem-solving. It was found that the two undergraduates centered on single aspects of the problem. They used examples rather than conceptual information presented in the written materials. The graduate made greater use of theories and definitions, but like the undergraduates, neglected the expository material. No student planned the work. The data and a review of the problem-solving literature indicate the need for course designers and tutors teaching mathematics via written materials to

know how those materials are interpreted and used by their students. (Author)

ED 207 849 SE 035 726

Rathmell, Edward C.
Teaching Children to Solve One-Step Word Problems.

Pub Date—81

Note—8p.

Pub Type—Guides—Classroom—Teacher (052)—

Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Educational Research, Elementary Education, *Elementary School Mathematics, Learning Theories, *Mathematical Models, Mathematics Education, *Mathematics Instruction, *Problem Solving, *Teaching Methods Identifiers—*Heuristics, *Mathematics Education Research, Word Problems

It is noted that helping children learn how to solve problems has become a major goal for school mathematics. However, many children are not very successful at deciding what operation is appropriate for solving a given problem, and teachers often have difficulty describing or explaining how to identify the key features of a particular problem that enable them to decide which operation is appropriate. The focus of this report is on two complementary approaches to helping children learn how to decide when to use a problem-solving operation. The results of these two informal studies infer that children should learn to use various models to represent problem situations. Further, the "part-part-whole" method can help pupils learn to decide which operation is appropriate. It is felt that it is most effective to present these ideas over and over again for just a few minutes each week. While the research focuses on the elementary grades, the methods may also prove useful in some secondary situations. (MP)

ED 207 850 SE 035 728

Muessig, Raymond H., Ed. Gilliom, M. Eugene, Ed.

Perspectives of Global Education: A Sourcebook for Classroom Teachers.

Ohio State Univ., Columbus. Coll. of Education.

Pub Date—81

Note—100p.

Pub Type—Collected Works—General (020)—Guides—Classroom—Teacher (052)—Reference Materials (130)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—Elementary Secondary Education, *Environmental Education, *Futures (of Society), General Education, *Global Approach, Higher Education, Inservice Teacher Education, *Integrated Curriculum, *Interdisciplinary Approach, Preservice Teacher Education, Resource Materials, Science Education, *Teaching Methods

This sourcebook for pre- and in-service teachers suggests global perspectives as an ongoing theme for education. Two underlying assumptions are that people need a global perspective because the survival and collective well-being of all depends upon it, and that professional educators are responsible for integrating global perspectives into the curriculum in ways which help students organize their comprehension of ideas, things, and people and to see holistic relationships. Three major areas are addressed to broaden educator's understandings of global education and its applications: (1) definitions for global perspectives and the need for them in general and global education curricula; (2) global education from humanistic, historical, geographical, political, economical, anthropological, and scientific and technological perspectives; and (3) an overview of instructional methods and materials for global education. (DC)

ED 207 851 SE 035 729

Haney, Richard E., Ed.
A Sourcebook of Marine Activities Developed in the Milwaukee Great Lakes Summer Education Program, 1977 and 1978.

Spons. Agency—Wisconsin Univ., Madison. Sea Grant Program.

Pub Date—[79]

Note—99p.

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—*Environmental Education, Field Trips, *Interdisciplinary Approach, *Learning Activities, *Science Activities, Science Education, Secondary Education, Secondary School Science, Social Studies, *Teaching Guides, *Water Resources

Identifiers—*Great Lakes, Marine Education

Twenty-seven activities dealing with the marine environment of the Great Lakes are presented. Designed for junior and senior high school students, these activities develop awareness of the biological, physical, social, economical, and aesthetic dimensions of the Great Lakes. Field trips, films, discussion, and hands-on activities are used to teach the students about a variety of topics including ports, shipping, wastewater treatment, sunken treasure, geography, recreational and occupational skills, energy, pollution, fish, art, and ecology. The format for the activities varies, but information may include objectives, materials, learning activity, student directions and handouts, contact person for field trips, and background information. (DC)

ED 207 852 SE 035 731

NASA's Role in Aeronautics: A Workshop. Volume I—Summary.

National Academy of Sciences - National Research Council, Washington, D.C. Assembly of Engineering.

Spons Agency—National Aeronautics and Space Administration, Washington, D.C.

Pub Date—81

Contract—NASA-NASW-2342

Note—68p.

Available from—Aeronautics and Space Engineering Board, National Research Council, 2101 Constitution Ave., N.W., Washington, DC 20418 (no price quoted).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Aerospace Education, *Aerospace Industry, *Aerospace Technology, Aviation Technology, Engineering Education, Higher Education, Science Education, Space Sciences, *Workshops

Identifiers—*Aviation Education

The central task of the workshop summarized in this report was to examine the relationship of the National Aeronautics and Space Administration's (NASA's) aeronautical research capabilities to the state of U.S. aviation and to make recommendations about NASA's future roles in aeronautics. Topics include NASA's role in: (1) aeronautics research and technology; (2) military aeronautics; (3) transport aircraft aeronautics; (4) general aviation aeronautics; (5) rotorcraft aeronautics; (6) engineering education; and (7) information dissemination. The evaluation of NASA and its relationship with other institutions are included in the appendices. (DS)

ED 207 853 SE 035 733

Hiltz, Starr Roxanne

The Impact of a Computerized Conferencing System on Scientific Research Communities. Final Report. Research Report No. 15.

New Jersey Inst. of Technology, Newark.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—NSF-MCS-77-27813

Pub Date—Jun 81

Note—465p.; Not available in paper copy due to marginal legibility of original document.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Communications, *Computer Oriented Programs, Higher Education, *Information Networks, *Organizations (Groups), Program Evaluation, Questionnaires, Research and Development Centers, Researchers, Science Education, Scientific Research, *Teleconferencing

Identifiers—*EIES System

Presented is a case study of several scientific communities which used a computerized conferencing system (Electronic Information Exchange System—EIES) for a period of two years to enhance their communications and carry out cooperative tasks. Though it focuses on one particular system, it was designed to yield some data that make possible direct comparisons with the results of studies of other computer-mediated communication systems. Specific areas examined are: (1) the determinants of acceptance of this new form of communication; (2) user reactions and preferences related to specific system features and design choices and how these change with experience; and (3) changes in communication patterns, work patterns, and productivity-related measures as a result of using the system. (Author)

ED 207 854 SE 035 734

Risland, Edwina L. Waisbrot, Sally

A Conceptual Framework for High School Mathematics. Final Report.

Massachusetts Univ., Amherst. Dept. of Computer and Information Science.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jul 81

Grant—NIE-G-80-0096

Note—183p.; Not available in hard copy due to marginal legibility of original document.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Cognitive Objectives, Cognitive Processes, *Curriculum Design, Educational Objectives, Educational Research, Learning Theories, *Mathematical Concepts, Mathematics Education, Mathematics Instruction, Secondary Education, *Secondary School Mathematics, *Teaching Methods, Teaching Skills

Identifiers—*Conceptual Frameworks, *Mathematics Education Research

Presented is the final report of a one-year project on the structure of high school mathematics knowledge sponsored by the National Institute of Education (NIE). The main body contains conclusions on a conceptual framework for representing high school mathematics. Results are presented through discussion of three domains from the secondary school curriculum: conic sections, quadrilaterals, and area. The main purpose of the project was to develop a conceptual framework to make it easier for teachers to describe, lay out, and present mathematics in a way that captures their knowledge of it. In addition to the main body of this document, there are three appendices: (1) Frames for Conics; (2) The Structure of Knowledge in Complex Domains; and (3) Teaching Learning Systems. (MP)

ED 207 855 SE 035 767

Renner, John W. And Others

Priorities for Research in Science Education: A Survey.

Pub Date—81

Note—21p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, Higher Education, *Needs Assessment, Research Methodology, *Research Needs, Research Utilization, *Science Curriculum, *Science Education, *Science Instruction, Science Teachers, *Surveys, Teacher Education

Identifiers—National Assn for Research in Science Teaching, *Science Education Research

Members of the National Association for Research in Science Teaching (NARST) were asked to list specific priorities for research in science education. A total of 101 members, approximately 13% of the NARST membership, responded with a total of 398 statements placed into one of six general research categories: (1) Teacher Education; (2) Science Curriculum; (3) The Learner; (4) Classroom Variables; (5) The Teacher; and (6) Research Methodology and Focus. In addition, responses were placed into distinct classes within each general category. The following list of 12 research suggestions (in order of priority) represents a framework from which research possibilities for dissertations and proposals could be drawn: (1) Learning Strategies; (2) Learning and Development Not Related to Piaget Model; (3) Student Attitudes and Values Concerning Science; (4) Learning and Development According to Piagetian Model; (5) Identification of Content (Concepts and Processes); (6) Goals of Science Education; (7) Placement and Sequence of Content; (8) Content of Teacher Education Programs in Science and Education; (9) Unified or Integrated Curriculum; (10) Students' Inherent Cultural Characteristics; (11) Implementation of Research; and (12) Instructional Materials and Technology. (Author/DS)

ED 207 856 SE 035 771

Smith, Lyle R. Hodgins, Brenda N.

A Low-Inference Indicator of Lesson Structure in Mathematics.

Pub Date—81

Note—17p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Achievement, Educational Research, Evaluation, *Geometry, Learning Theories, *Lesson Plans,

*Mathematics Instruction, Performance, Performance Factors, Secondary Education, *Secondary School Mathematics, *Teacher Effectiveness, Teaching Methods

Identifiers—*Lesson Structure, *Mathematics Education Research

High school geometry students were presented lessons with either a high degree of structure or a low degree of structure. Structure was defined in terms of the frequency with which concepts were repeated from one sentence to the next. After the lessons, students were tested for comprehension of the material covered and then they rated the lessons in terms of perceived effectiveness. Students presented the high structure lesson achieved significantly higher and rated the lessons higher. These findings are discussed in relation to previous research on structure. (Author)

ED 207 857 SE 035 772

Wallace, Charles W.

Dissemination Strategies at the National Science Foundation in Pre-College Education.

Pub Date—81

Note—8p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Curriculum Development, Elementary School Science, Elementary Secondary Education, *Information Dissemination, Inservice Teacher Education, *Institutes (Training Programs), Mathematics Education, *Science Course Improvement Projects, Science Curriculum, *Science Education, Secondary School Science, Social Studies

Identifiers—*National Science Foundation

The National Science Foundation's (NSF's) institute programs and curriculum development activities are briefly reviewed as well as the current activities of the Information Dissemination for Science program. Included are goals of the program and a discussion of the nature of projects funded by the program. (DS)

ED 207 858 SE 035 780

Clark, Richard C. Ed.

A Portfolio of Energy Ideas: Science.

Minnesota State Dept. of Education, St. Paul.

Spons Agency—Minnesota State Dept. of Natural Resources, St. Paul. Environmental Education Board; Minnesota State Energy Agency, St. Paul.

Pub Date—Jan 81

Note—102p.; For related document, see SE 035 781. Contains occasional colored pages which may not reproduce well.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Activity Units, Conservation Education, *Energy, Energy Conservation, Environmental Education, *Science Activities, Science Education, *Science Experiments, Secondary Education, *Secondary School Science, *Teaching Guides, *Units of Study

Identifiers—*Energy Education

Presented are 10 science energy education units designed to help students learn how to turn science questions and problems about energy into experiments. Each unit focuses on subject-matter knowledge and on the logic and strategy of scientific problem solving. These teacher-oriented materials include an overview of each unit, background information, grade level and subject area, possible outcomes, teacher notes, teaching strategies, follow-up activities, evaluation questions, resource materials, and other useful information. While some activities are appropriate for use in all or several junior or senior high science classes, others are more specific to one or two such as earth science, physical science, or physics. Among the topics included are solid state physics, insulative properties, hot versus cold experiments, winter safety, energy cells, differential thermal expansion, thermal patterns, solar energy, and heat transfer. (DC)

ED 207 859 SE 035 781

Clark, Richard C. Ed.

A Portfolio of Energy Ideas: Social Studies.

Minnesota State Dept. of Education, St. Paul.

Spons Agency—Minnesota State Dept. of Natural Resources, St. Paul. Environmental Education Board; Minnesota State Energy Agency, St. Paul.

Pub Date—Jan 81

Note—93p.; For related document, see SE 035 780. Contains occasional colored pages which may not

reproduce well.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Activity Units, Conservation Education, Elementary Secondary Education, *Energy, Energy Conservation, *Environmental Education, *Social Problems, *Social Studies, *Teaching Guides, *Units of Study
Identifiers—*Energy Education

Presented are 12 social studies units which examine current energy issues and present energy dilemmas for careful study and reflection. The activities emphasize: (1) a range of teaching strategies; (2) problem identification, problem solving, and problem analysis; (3) futures education; (4) students as active learners; and (5) consideration of the thoughts, feelings, and attitudes which the energy situation evokes. These teacher-oriented materials include an overview of each unit, background information, teaching strategies, follow-up activities, evaluation questions, resource materials, and other useful information. Students use brainstorming, large and small group discussion, questionnaires, values clarification techniques, and other similar strategies to examine different energy-related issues. Some of these include lifestyles, social obstacles, laws, media, conservation, energy dependency, alternative energy sources, and regulations. (Author/DC)

ED 207 860

SE 035 797

Cohen, Herbert G.

The Use of Manipulatives and Their Effect on the Development of Spatial Conceptualizations.

Pub Date—81

Note—16p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Development, Cognitive Processes, Elementary Education, *Elementary School Science, *Manipulative Materials, *Object Manipulation, *Science Curriculum, Science Education, Science Instruction, Sex Differences, *Spatial Ability

Identifiers—Piagetian Tasks, *Science Education Research

This study was designed to examine effects that access to manipulatives in science instruction have with respect to the development of spatial conceptual abilities and whether the effects were different for males and females. A secondary purpose of this investigation was to examine what relationship sex and access to manipulatives in conjunction with sex has on the development of projective spatial ability. The sample consisted of 52 fifth-grade students. The experimental group received instruction using the Energy Sources unit from SCIS, while the control group's instruction was designed around a science textbook. Spatial ability data was gathered from both groups utilizing a battery of three Piagetian-type tasks. The study concludes that both males and females benefit from access to manipulatives in the development of projective spatial abilities. (Author/DS)

ED 207 861

SE 035 808

Friedman, Alinda And Others

Cerebral Economics: Resource Competition Within But Not Between Hemispheres. Technical Report No. 3.

Alberta Univ., Edmonton. Dept. of Psychology. Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Pub Date—Jun 81

Contract—N00014-79-C-0679

Note—53p; Contains light and broken type which may not reproduce well.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Attention, *Cerebral Dominance, *Cognitive Processes, Higher Education, Individual Differences, Males, Memory, *Neurology, *Performance Factors, Science Education, *Scientific Research, Specialization
Identifiers—*Brain Hemispheres

A model was tested in which it was assumed that the left and right cerebral hemispheres have access to independent supplies of resources, which they may use in most kinds of information processing situations. Eight male subjects were specifically selected for having demonstrated a strong right-hand superiority on several manual tasks, and a strong right visual field, left handed (RVF-LH) superiority for processing the stimuli used as a verbal memory load in a dual-task situation. Their performance was

measured on the memory load task, on a target task in which pairs of stimuli were presented to either visual field and subjects performed physical or name identity judgments, and in a situation in which both tasks were combined. In this approach, right and left visual fields trials of the target task combined with the verbal memory load were treated as two different dual-task situations, comprising cases of complete vs. no overlap in demand for left hemisphere resources, respectively. The data support the idea that the resource supplies of the left and right hemispheres are independent, and have implications for both cerebral specialization and divided attention issues. (Author/JN)

ED 207 862

SE 035 814

NASA's Role in Aeronautics: A Workshop. Volume II - Military Aviation.

National Academy of Sciences - National Research Council, Washington, D.C. Assembly of Engineering.

Spons Agency—National Aeronautics and Space Administration, Washington, D.C.

Pub Date—81

Contract—NASA-NASW-2342

Note—37p; For related documents, see SE 035 815-819 and SE 035 731.

Available from—Aeronautics and Space Engineering Board, National Research Council, 2101 Constitution Ave., N.W., Washington, DC 20418 (no price quoted).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Aerospace Education, *Aerospace Industry, *Aviation Technology, Engineering Education, Higher Education, *Military Air Facilities, Military Science, National Defense, Research Needs, Science Education, Technology, *Workshops

Identifiers—*Aviation Education, *Military Aviation

The central task of a 1980 workshop on the role of the National Aeronautics and Space Administration (NASA) in aeronautics was to examine the relationship of NASA's research capabilities to the state of U.S. aviation and to make recommendations about NASA's future role in aeronautics. The findings and recommendations of the Panel on Military Aviation, focusing on all fixed-wing military airplanes and aerodynamic missiles, are presented under the following categories: (1) Status and Dimensions of the Military Aeronautics Community; (2) Military Aeronautical Research and Technology Needs; (3) Evolution of NASA's Current Role in Military Aeronautics; (4) NASA's Role in Military Aeronautics - 1980 and Beyond; (5) Alternatives; and (6) Recommendations. A White House memorandum and definitions of roles and disciplines are included in appendices. (Author/DS)

ED 207 863

SE 035 815

NASA's Role in Aeronautics: A Workshop. Volume III - Transport Aircraft.

National Academy of Sciences - National Research Council, Washington, D.C. Assembly of Engineering.

Spons Agency—National Aeronautics and Space Administration, Washington, D.C.

Pub Date—81

Contract—NASA-NASW-2342

Note—35p; For related documents, see SE 035 814-819 and SE 035 731.

Available from—Aeronautics and Space Engineering Board, National Research Council, 2101 Constitution Ave., N.W., Washington, DC 20418 (no price quoted).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Aerospace Education, *Aerospace Industry, *Aviation Technology, Engineering Education, Higher Education, Research Needs, Science Education, Technology, *Transportation, *Workshops

Identifiers—*Aviation Education, *Transport Aircraft

The central task of a 1980 workshop on the role of the National Aeronautics and Space Administration (NASA) in aeronautics was to examine the relationship of NASA's research capabilities to the state of U.S. aviation and to make recommendations about NASA's future role in aeronautics. The specific task of the Panel on Transport Aircraft was to identify NASA's role in commercial transport aircraft to delineate the segments of the spectrum of research and development activities that clearly

must be within the purview of NASA in order for U.S. transport manufacturing and operating industries to succeed and to continue to make important contributions to the nation's well-being. Following an introduction, information is presented under these categories: (1) Status and Dimensions of the Air Transport Community; (2) Transport Aircraft Research and Technology Needs; (3) The Evolution of NASA's Role in Air Transport; (4) NASA's Role in Air Transport - 1980 and Beyond; (5) Conclusions; and (6) Recommendations. Definitions of roles and disciplines are included in an appendix. (Author/DS)

ED 207 864

SE 035 816

NASA's Role in Aeronautics: A Workshop. Volume IV - General Aviation.

National Academy of Sciences - National Research Council, Washington, D.C. Assembly of Engineering.

Spons Agency—National Aeronautics and Space Administration, Washington, D.C.

Pub Date—81

Contract—NASA-NASW-2342

Note—37p; For related documents, see SE 035 814-819 and SE 035 731.

Available from—Aeronautics and Space Engineering Board, National Research Council, 2101 Constitution Ave., N.W., Washington, DC 20418 (no price quoted).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Aerospace Education, *Aerospace Industry, *Aviation Technology, Engineering Education, Higher Education, Research Needs, Science Education, Technology, *Workshops
Identifiers—*Aviation Education, *General Aviation

The central task of a 1980 workshop on the role of the National Aeronautics and Space Administration (NASA) in aeronautics was to examine the relationship of NASA's research capabilities to the state of U.S. aviation and to make recommendations about NASA's future role in aeronautics. The findings and recommendations of the Panel on General Aviation, defined as all aviation except military and lay carrier operations, are presented under the following categories: (1) Status and Dimensions of General Aviation; (2) Research and Technology Needs in General Aviation; (3) Evolution of NASA's Role in General Aviation Aeronautics; (4) NASA's Role in General Aviation Aeronautics - 1980 and Beyond; (5) Conclusions; and (6) Recommendations. Definitions of roles and disciplines are included in an appendix. (Author/DS)

ED 207 865

SE 035 817

NASA's Role in Aeronautics: A Workshop. Volume V - Rotorcraft.

National Academy of Sciences - National Research Council, Washington, D.C. Assembly of Engineering.

Spons Agency—National Aeronautics and Space Administration, Washington, D.C.

Pub Date—81

Contract—NASA-NASW-2342

Note—37p; For related documents, see SE 035 814-819 and SE 035 731. Page 3 missing from document.

Available from—Aeronautics and Space Engineering Board, National Research Council, 2101 Constitution Ave., N.W., Washington, DC 20418 (no price quoted).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Aerospace Education, *Aerospace Industry, *Aviation Technology, Engineering Education, Higher Education, Research Needs, Science Education, Technology, *Workshops
Identifiers—*Aviation Education, Rotorcraft

The central task of a 1980 workshop on the role of the National Aeronautics and Space Administration (NASA) in aeronautics was to examine the relationship of NASA's research capabilities to the state of U.S. aviation and to make recommendations about NASA's future role in aeronautics. Following an introduction, findings and recommendations of the Panel on Rotorcraft are presented under the categories: (1) Status and Dimension of the Rotorcraft Sector of the Aviation Community; (2) Maintaining a Superior Rotorcraft Capability; (3) Rotorcraft Research and Technology Needs; (4) Evolution of NASA's Current Role in Rotorcraft Technology; (5) NASA's Role in the Future - 1980 and Beyond; and (6) Conclusions and Recommendations. Definitions of roles and disciplines are in-

cluded in an appendix. (Author/DS)

ED 207 866 SE 035 818

NASA's Role in Aeronautics: A Workshop. Volume VI - Aeronautical Research.

National Academy of Sciences - National Research Council, Washington, D.C. Assembly of Engineering.

Spons Agency—National Aeronautics and Space Administration, Washington, D.C.

Pub Date—81

Contract—NASA-NASW-2342

Note—26p.; For related documents, see SE 035 814-819 and SE 035 731.

Available from—Aeronautics and Space Engineering Board, National Research Council, 2101 Constitution Ave., N.W., Washington, DC 20418 (no price quoted).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Aerospace Education, *Aerospace Industry, *Aviation Technology, Engineering Education, Higher Education, Metallurgy, Research Needs, Science Education, *Scientific Research, Technology, *Workshops

Identifiers—*Aeronautical Research, *Aviation Education

The central task of a 1980 workshop on the role of the National Aeronautics and Space Administration (NASA) in aeronautics was to examine the relationship of NASA's research capabilities to the state of U.S. aviation and to make recommendations about NASA's future role in aeronautics. Following a brief introduction, the Overview Panel on Aeronautical Research considered aeronautical research related to: (1) Turbulence; (2) Noise; (3) Supercritical Aerodynamics; (4) Computational Aerodynamics; (5) Fuels; (6) High Temperature Materials; (7) Composite Materials; (8) Single Crystal Components; (9) Powder Metallurgy; (10) Flight Controls; (11) NASA Structural Analysis (NAS-TRAN) Program; (12) Lubricants; and (13) Composites. Conclusions, recommendations, and definitions of roles and disciplines in an appendix are also included. (Author/DS)

ED 207 867 SE 035 819

NASA's Role in Aeronautics: A Workshop. Volume VII - Background Papers.

National Academy of Sciences - National Research Council, Washington, D.C. Assembly of Engineering.

Spons Agency—National Aeronautics and Space Administration, Washington, D.C.

Pub Date—81

Contract—NASA-NASW-2342

Note—182p.; For related documents, see SE 035 814-818 and SE 035 731. Not available in paper copy due to marginal legibility of original document. Papers presented to the Workshop on the Outlook for Aeronautics and Relevant Areas (Woods Hole Study Center, July 27-August 2, 1980).

Available from—Aeronautics and Space Engineering Board, National Research Council, 2101 Constitution Ave., N.W., Washington, DC 20418 (no price quoted).

Pub Type—Opinion Papers (120) - Reports - General (140) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Aerospace Education, *Aerospace Industry, *Aviation Technology, *Engineering Education, Engineers, Higher Education, Metallurgy, Research Needs, Resource Materials, Science Education, Technology, *Workshops

Identifiers—*Aviation Education

Sixteen background papers presented to a plenary session at a 1980 workshop on the role of the National Aeronautics and Space Administration (NASA) in aeronautics are presented. The central task of the workshop was to examine the relationship of NASA's research capabilities to the state of U.S. aviation and to make recommendations about NASA's future role in aeronautics. Individual papers reflect a variety of topics such as: background and questions on NASA's role in aeronautics; NASA's roles and concerns; the legislative outlook; world economic and financial outlook; petroleum outlook; perspective on engineering manpower; outlook for metallic materials; military aeronautics; general aviation; the helicopter's future; and how NASA can assist other federal agencies. (Author/DS)

SO

ED 207 868

DataTrack 7: Women in the Labor Force.

American Council of Life Insurance, Washington, D.C.

Pub Date—80

Note—43p.; Pages 42-44 may not reproduce clearly from EDRS in microfiche or paper copy.

Pub Type—Reports - Descriptive (141) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Employed Women, Employment Patterns, Family Attitudes, Income, Insurance Companies, Occupations, Social Change, Social Characteristics, Statistical Data, Work Attitudes

One of a series that compiles and interprets data from a variety of sources on one particular subject of interest to life insurance executives, this report deals with women in the labor force. It can be used in the design of new products and services, to meet changing consumer needs, the selection of new markets and marketing strategies, for the formulation of new advertising, and public relations generally. Most of the data sources used are governmental. The report presents a summary of the changing characteristics of working women, their employment patterns, their occupations and earnings, and attitudes toward finances, work, and family roles. Some questions and implications are also raised for consideration by life and health insurance companies. Tremendous changes have occurred over the past three decades in the women's labor force. Between 1950 and 1979 the number of women in the work force swelled by 136%—over 25 million women joined the labor force. The proportion of working mothers with preschool-age children tripled in the last 30 years. Women's employment in traditionally male occupations is on the rise but their representation in these job categories is still disproportionately low. Work related problems identified by women in various surveys focused on time problems; the lack of leisure time; and work and family scheduling problems. (Author/RM)

ED 207 869

DataTrack 6: Blacks and Hispanics in the United States.

American Council of Life Insurance, Washington, D.C.

Pub Date—79

Note—47p.; Some charts and pages 43-46 may not reproduce clearly from EDRS in microfiche or paper copy.

Pub Type—Reports - Descriptive (141) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Blacks, Educational Attainment, Employment Patterns, Family Income, *Hispanic Americans, Insurance Companies, Labor Force, Population Distribution, Population Growth, Racial Attitudes, Statistical Data

Sixth in a series of reports which compile and interpret statistical information of direct concern to life insurance executives, this report deals with Blacks and Hispanics in the United States. It can be used in the design of new products and services to meet changing consumer needs, the selection of new markets and marketing strategies, the formulation of new advertising, and public relations generally. Most of the data sources are governmental. This issue discusses the change in population growth and distribution, education, employment, income, and attitudes among Black Americans since 1960 and among Hispanic Americans since 1970. Implications for life insurance companies are discussed. The number of Hispanics and Blacks in the United States is increasing more quickly than the White population. The educational attainment of minorities has risen quickly in recent years. The number of unemployed Blacks and other racial minorities swelled 90% between 1970 and 1978 while those finding jobs rose 25%. When compared with all families, proportionately fewer Blacks and Hispanics report income in the middle and upper ranges. More fall in the lower and moderate income categories. There have been many changes in attitudes toward racial and ethnic minorities. There are signs that racial prejudice is easing. (Author/RM)

ED 207 870

Goldsmid, Charles A., Ed. Looman, Wendy J., Ed. Introductory Sociology Courses: A Set of Syllabi and Related Materials.

American Sociological Association, Washington, D.C.

Pub Date—80

Note—212p.; Some pages may not reproduce clearly from EDRS in microfiche due to broken print type throughout original document.

Available from—American Sociological Association, Teaching Resources Center, 1722 N Street, N.W., Washington, DC 20036 (\$7.00).

Pub Type—Reports - Descriptive (141) - Guides - Classroom - Teacher (052) - Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Course Content, Course Descriptions, Higher Education, *Introductory Courses, Models, *Sociology, Teaching Guides, Teaching Methods

Sixteen syllabi for college-level, introductory sociology courses are included. The syllabi are being made available in an effort to share various ideas about the content, conceptual organization, and procedures used by sociology professors. An effort was made to include syllabi that represent different approaches to the same course. Syllabi from different types of schools with different student populations including junior and community colleges, four-year private and public colleges and universities, and four-year state branch campuses were selected. Information for each syllabi includes course outline and policy, a schedule of topics and readings, and, in most cases, some supplementary materials such as exercises, assignments, handouts, and tests. Topics covered in the courses include social organization, culture, stratification, socialization, sociological perspective, groups, demography, deviance, race relations, family, collective behavior, change, sociological methods, formal organization, and theory. Teaching methods are varied and include lectures, research papers, article or book analyses, extra readings and reports, group reports, community work or participation, and labs. (Author/RM)

ED 207 871

Weston, Louise C., Ed.

Social Problems Courses: A Set of Syllabi and Related Materials.

American Sociological Association, Washington, D.C.

Pub Date—Jan 79

Note—90p.

Available from—ASA Teaching Resources Center, American Sociological Association, 1722 N Street, N.W., Washington, DC 20036 (\$3.00).

Pub Type—Reports - Descriptive (141) - Guides - Classroom - Teacher (052) - Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Course Content, Course Descriptions, Higher Education, Models, *Social Problems, *Sociology, Teaching Guides, Teaching Methods

This publication contains syllabi from 12 college-level, social-problems courses. The syllabi are being made available in an effort to share various ideas about the content, conceptual organization, and procedures used by sociology professors. The syllabi selected for inclusion represent different approaches to teaching a social problems course (such as macro-sociological, institutional, political, and interactionist). They also represent courses offered in community colleges, four year colleges, and universities. All are for undergraduate courses except one which is for a graduate course and is included here because of its approach and its extensive bibliography. The information provided for each syllabi includes an outline and schedule of course topics, required readings, course requirements, and some general statements about course format and evaluation procedures. Although all of the courses made use of the lecture technique to some extent, some courses include class discussions, oral presentations, use of films, and field projects. Also included in the publication is a description of the American Sociological Association's Section on Undergraduate Education and its activities and a selected bibliography on the teaching of social problems. (Author/RM)

ED 207 872 SO 013 317

Geertsen, Reed, Ed. And Others

Eighty-One Techniques for Teaching Sociological Concepts.

American Sociological Association, Washington, D.C.

Spons Agency—Fund for the Improvement of Post-secondary Education (DHEW), Washington, D.C.; Lilly Endowment, Inc., Indianapolis, Ind. Pub Date—Oct 80

Note—148p; Photographs may not reproduce clearly from EDRS in microfiche.

Available from—ASA Teaching Resources Center, American Sociological Association, 1722 N Street Street, Washington, DC 20036 (\$6.50).

Pub Type—Guides - Classroom - Teacher (052) EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Concept Teaching, Higher Education, *Sociology, Teacher Developed Materials, *Teaching Methods

This document presents 81 successful teaching techniques used by sociologists in universities and colleges across the country. The techniques are designed to stimulate creative thinking about possible modifications or additional ways of improving teaching sociological concepts. The following information is provided for each technique presented: concept area, teaching objective, materials needed, teaching procedure, and name and address of professor who submitted the technique. The concepts taught and the teaching techniques utilized are many and varied. Some examples follow. To learn about the basic sociological concepts applied to an unfamiliar culture, students are given a story of an American student's experience in an unfamiliar society. They are also given a list of sociological concepts, many of which are illustrated in the story. Their task is one of matching concepts with appropriate descriptive material in the story. Another activity helps students learn to apply sociological concepts to everyday living through the use of novels. Each student selects a book, reads it, and writes a paper which applies the concepts to the novels. (Author/RM)

ED 207 873 SO 013 406

Schneider, Mark

Ethnicity and Politics. IRSS Research Reports.

North Carolina Univ., Chapel Hill. Inst. for Research in Social Science.

Report No.—ISBN-0-89143-006-7

Pub Date—79

Note—96p.

Available from—Institute for Research in Social Science, Manning Hall 026A, University of North Carolina at Chapel Hill, Chapel Hill, NC 27514 (\$5.00).

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Ethnic Bias, *Ethnicity, *Political Attitudes, *Politics, Racial Factors, Religious Factors, *Social Science Research

This research report examines the role of ethnicity in politics. The concept of ethnicity encompasses at least four distinct dimensions: nationality identification, religious identification, old vs. new ethnic stock, and racial membership. In the national sample analyzed, several interesting patterns of ethnic differentiation emerged. First, none of the dimensions of ethnicity was found to be very strongly related to political behavior. In general, religious identification had comparatively the strongest and most consistent impact on the partisan behavior and the issue attitudes of whites. It was then argued that these generally weak relationships might be strengthened once controls for education ("class") and size of place of residence were instituted. Once these relevant controls were introduced, the impact of ethnicity on the political behavior of individuals in each of the control categories did increase over that found in the national sample as a whole. However, there was no uniform decrease in the importance of ethnicity on the behavior of individuals with higher education or individuals outside the central cities. The paper points out the importance of politics between regions in the country. Subsectioning the nation into smaller regions may in the long run be the most productive strategy for further study of ethnic politics. (Author/RM)

ED 207 874 SO 013 492

Natriello, Gary Dornbusch, Sanford M.

The Stratification of Socialization Processes: A View from the Classroom.

Pub Date—Aug 80

Note—22p; Paper presented at the Annual Meeting of the American Sociological Association (New York, NY, August, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Behavior Problems, Behavior Standards, Educational Research, Elementary Secondary Education, Socialization, Student Behavior, *Student Teacher Relationship, *Teacher Behavior, Teacher Influence, *Teacher Response, Teacher Role, Teaching Styles

In this study, teachers were asked to complete questionnaires designed to determine how they handle 16 typical classroom problems concerning students' failures to conform to the academic achievement or social behavior norms of the school. In one form of the questionnaire, 156 teachers from 14 schools were presented with hypothetical profiles of student's ethnicity, sex, academic achievement record, and social behavior record. After reading the classroom problems and student profiles, teachers explained how they would respond to the problems, either by presenting to students standards of behavior and/or warmth. "Presentation of standards" refers to expectations, evaluations, and judgments made about both academic performance and behavior. "Warmth" means "expressions of personal concern." In the second form of the questionnaire, 168 teachers in 18 schools were presented with typical classroom problems and asked to select students at random from their roll books and to associate each with one of the specific classroom problems. Teachers were asked how they would respond in terms of warmth and presentation of standards if these students failed to conform to a random selected school norm. It was hypothesized that teachers would be less warm and offer more standards to students with good behavior and high academic achievement and to students with poor behavior and high academic achievement teachers would respond with more warmth and less presentations of standards. The initial findings did not support the hypothesis. Among the findings are that teachers presented more standards to students with discrepant performance characteristics than to those with congruent performance characteristics. (AM)

ED 207 875 SO 013 514

Jelinek, James John

A Reconstructed Theory of Educational Research.

Pub Date—81

Note—13p.

Available from—College of Education, Arizona State University, Tempe, AZ 85287 (\$5.00 paper copy, \$10.00 cassette recording, 25% discount for 10 or more).

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavioral Science Research, *Educational Research, *Educational Theories, *Research Design, *Research Methodology, *Scientific Methodology, Social Science Research

Identifiers—Behavior Control Perception Theory

Whereas rigorous quantitative methods (in experimental methods, data interpretation, concept formation, hypothesis construction) and formal style and format are essential in theory verification research, their applicability centers on the fact that in theory verification research, it is necessary to determine whether the strategies used for collecting, coding, analyzing, and presenting data were instrumental in influencing explanations and hypotheses inherent in a developing theory. For example, in the Behavior Control Perception Theory (BCPT), William T. Powers proposes that the response defines the stimulus as organisms seek to control their incoming sensory data. In humans, the brain acts as a control system which interprets the real world in such a way that it comes as close as possible to matching the personal, internal world. Discrepancies between what one senses and wants to sense generate an error signal, which in turn activates behavior. Humans try as many behaviors (outputs) as possible to control the input so that it corresponds to what they want. This need-satisfying behavior system is composed of three parts: (1) reorganization—random, unlearned and energetic

enough to produce behaviors until the error signal is reduced or eliminated; (2) redirection—a system of learned behaviors and strategies to reduce error; and (3) new information—used on small transient error signals. The conclusion is that educational researchers will make progress in closing the gap between theory and empirical research if they concentrate on examining the basic assumptions about stimulus and response upon which their work is based. (AM)

ED 207 876 SO 013 519

Cannon, Mark W.

Crime and the Decline of Values.

Pub Date—4 Jun 81

Note—15p; Paper presented at the Annual Meeting of the Southwestern Judicial Conference (Santa Fe, NM, June 4, 1981).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavior Problems, *Crime, Delinquent Behavior, Elementary Secondary Education, Ethics, Moral Development, *Social Change, Theories, *Values

This paper focuses on crime in American society, with emphasis on the causes of crime and delinquent behavior. A brief overview of numerous theories which have been advanced to explain causes of crime begins the paper. Among the theories discussed are those based on alcoholism, poverty, and perceived social injustice. Maintaining that these theories do not adequately explain crime and/or delinquent behavior, the author advances another explanatory theory—one which hypothesizes that current crime levels are due to society's failure to transmit positive values, norms, and attachments from one generation to another. As support for this theory, the author cites general evidence from religious, social, educational, and political leaders that spirituality has declined and families have been weakened. Specific reasons offered for the decline in values include mass media violence, broken homes, and decline in church attendance. Ways of turning the tide away from crime and delinquent behavior are suggested, including strengthening youth ties to value-reinforcing groups (special interest clubs in schools, church groups, community-focused youth participation projects), teaching values in schools, encouraging students to read literature which reinforces traditional values, and developing and implementing law-related education programs. (DB)

ED 207 877 SO 013 525

Burns, R. J.

Educational, Society and Politics in Sweden. Monograph No. 2.

La Trobe Univ., Bundoora (Australia). Centre for Comparative and International Studies in Education.

Report No.—ISBN-0-85816-242-3

Pub Date—Jun 80

Note—54p.

Available from—Comparative Centre, School of Education, La Trobe University, Bundoora, Victoria 3083, Australia (\$5.00).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Comparative Education, Developed Nations, Educational History, Educational Objectives, *Educational Practices, Foreign Countries, Higher Education, Industrialization, Living Standards, *Politics, Secondary Education, *Social Change, Socialism, Sociocultural Patterns, Socioeconomic Background

Identifiers—Sweden

Interrelationships among the educational, social, and political systems of Sweden are examined, with particular emphasis on the recent trend toward internationalization. Sweden is described in general terms as a highly industrialized, technologically advanced nation with a high standard of living, far-reaching welfare policies, and high levels of bureaucratization and taxation. Sweden's political system, which has been dominated by the socialist policies and ideology of the Social Democratic party since 1932, has taken seriously its mandate to inculcate children, youth, and adults with the predominantly socialist goals and ideals of Swedish society. Because this inculcation has taken place largely within the formal educational system, the author believes that an examination of educational objectives and practices will result in a clearer understanding of Swedish society. Review of major educational innovations in Sweden since the 1700's

indicates that the trend toward internationalization is reflected in a variety of ways, including democratization of education; increase in the number of immigrant students (including political refugees, foreign workers, and children of foreign workers); increase in the number of courses at all educational levels on Sweden's role in the modern world; expansion of programs involving international technical and financial assistance to developing nations; increase in the amount of educational research on international topics; and generous government funding of international affairs institutes such as the Stockholm International Peace Research Institute. The conclusion is that there is a close correspondence between the Socialist and international aims and philosophy of Sweden's society, educational system, and political system. (DB)

ED 207 878 SO 013 558

Fyfe, Kenneth S. Elwell, William C., Ed.

The Importance of Native American Studies in the Social Studies Curriculum. Occasional Paper # 8.

New York State Council for the Social Studies, Brookport.

Pub Date—80

Note—21p.

Pub Type—Opinion Papers (120) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—American Indian Culture, American Indian Literature, *American Indian Studies, *Educational Needs, Elementary Secondary Education, *Fused Curriculum, Guidelines, Learning Activities, *Social Studies, *United States History This publication presents guidelines and suggestions for expanding the role of Native American studies in the present K-12 social studies curriculum. A comprehensive understanding of America's past can only be gained when the history of the Native American people is included. American history is still too often presented as the history of European discovery, settlement, and westward migration. In this context, consideration of the Native American is largely relegated to the first week of the school year or to the first chapter of the textbook. Beyond that a random selection of events, historical figures, and practical contributions may also be included in the curriculum. This narrow approach defines Native American history as having significance only as it directly relates to the American settlement and political development of America. Consequently Native Americans become a part of American history mainly during battles and treaty signings. The suggestions given for expanding the role of Native American studies in the social studies curriculum are many. Students can apply codes of behavior as found in Native American culture to specific situations in schools; they can read biographies of American Indian leaders, philosophers, and warriors; and they can be involved in a multi-media project in which they combine contemporary songs and traditional Native American music with appropriate slides and film. A bibliography for teachers concludes the publication. (Author/RM)

ED 207 879 SO 013 564

Dixon, Ford

Guide to the Integration of Selected Concepts of Economics into the History Curriculum of Fort Worth Country Day School.

Pub Date—Sep 79

Note—134p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Concept Teaching, *Economics Education, European History, *History Instruction, *Interdisciplinary Approach, Intermediate Grades, Medieval History, Secondary Education, State History, Teaching Guides, United States History

This guide will help teachers of grades 6-12 integrate economics concepts into history courses. The developers believe that the language and theories of economics are more understandable, germane, and pertinent in the context of a history curriculum. The seven basic economic concepts taught are: the law of demand, the law of supply, private property, the competitive marketplace, the scope of government, money and inflation, and collateral concepts. In a narrative format, the guide discusses how these economics concepts can be taught through various topics and happenings in history of the Middle Ages, modern European history, world history, and U.S. history. For example, in a Middle Ages history

course, the manor (a self-sufficient farm community) can be used to illustrate the economic concepts of supply and demand. The Reformation is very intertwined in economics. Many of the followers of Luther, Calvin, and Zwingli joined the movement for purely economic reasons. The "Protestant ethic" was a major step in the development of the modern European economy. The guide also discusses how to integrate economics at the sixth-grade level using the booklet "Life on Paradise Island" and in courses in Texas state history. A bibliography for teachers is included. (Author/RM)

ED 207 880 SO 013 585

Dresbach, Debra

Civil Law: 12 Activities.

Constitutional Rights Foundation, Los Angeles, Calif.

Pub Date—79

Note—40p.; Photographs may not reproduce clearly from EDRS in paper copy or microfiche.

Pub Type—Guides - Classroom - Teacher (052) — Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Case Studies, Consumer Education, Consumer Protection, Housing, Immigrants, Landlords, Learning Activities, *Legal Education, Role Playing, Secondary Education, Sex Discrimination, Simulation

Identifiers—*Civil Law

These learning activities on civil law are intended to supplement the secondary level Scholastic materials "Living Law." Case studies, simulations, and role-play activities are included. Information provided for each activity includes a brief overview, background information, teacher instructions and a description of each activity. Activities include: Lawyer's Fees—What's Reasonable?; Consumer Fraud; Consumer Goods and Services: What About Quality?; Consumer Prices: What Does It Cost?; The Civil Lawsuit; Small Claims Court; Landlord-Tenant Problems; Fair Housing; Sex Discrimination; Sex Discrimination and the Courts; Immigration Law; and The Problem of Illegal Aliens. (Author/RM)

ED 207 881 SO 013 588

Benjamin, Ludy T., Jr., Ed. Lowman, Kathleen D., Ed.

Activities Handbook for the Teaching of Psychology.

American Psychological Association, Washington, D.C.

Report No.—ISBN-0-912704-34-9

Pub Date—81

Note—244p.

Available from—American Psychological Association, Inc., 1200 Seventeenth Street, N.W., Washington, DC 20036 (\$11.50).

Pub Type—Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—Annotated Bibliographies, Class Activities, Conditioning, Developmental Psychology, Higher Education, Laboratory Equipment, Learning, Memory, Perception, Personality, *Psychology, Research Methodology, Secondary Education, Social Psychology, Statistics

Eighty-eight classroom activities for use in introductory psychology courses at the secondary and college levels are described. Only a few of the activities require specialized laboratory equipment. Most do not. The activities are organized by the following areas: methodology, sensory processes and perception, learning and conditioning, memory and cognition, developmental psychology, social psychology, personality, and miscellaneous. For each activity there is a discussion of major concepts, materials needed, teacher instructions, the major emphasis of classroom discussion, and suggested background readings. Several appendices should be useful to instructors. Appendix A provides a quick reminder on basic statistical methods for teachers wanting to include data collection in some activities. Appendix B "A Bibliography on Do It Yourself Laboratory and Classroom Apparatus" will aid those teachers who wish to build simple apparatus for classroom demonstrations and experiments. Appendix C is an annotated bibliography of additional activities and demonstrations for classroom use. The concluding appendix is a selected bibliography of ethical principles and guidelines for the teaching of psychology. (Author/RM)

ED 207 882

SO 013 589

Massey, Sara R.

Experiential Education as a Teaching Strategy.

Maine Univ., Machias.

Pub Date—Aug 81

Note—74p.; Some pages in the Appendices may not reproduce clearly from EDRS in microfiche or paper copy due to fading ink throughout original document.

Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Archaeology, Course Descriptions, Discovery Learning, *Experiential Learning, Field Trips, Higher Education, Masters Programs, Oral History, *Social Studies, *Teaching Methods

This experiential education course was designed as part of an experimental program in education leading to a master's degree for teachers and administrators living in an isolated, rural area in Maine. Course outline, assignments, references, and lesson plans are provided. Elementary aspects of archaeology were used as the content from which to study experiential education. The objectives of the course were: to develop an understanding of experiential education; to acquire information and experience in a variety of experientially-oriented teaching strategies; and to learn the scientific method of inquiry. Assignments for participants in the course included readings; developing criteria for comparing experiential activities; developing two out of class experiential learning activities; taking field trips to and studying the architecture at Roosevelt's Home and Ocean View Lodge; and developing, implementing, and documenting two in-classroom experiential learning activities. The appendices comprise over half of the publication. Included are a mini lecture on the difference between experiential and traditional learning; four views of experiential education; readings on how children learn; worksheet for field trip to Roosevelt's summer house; an oral history packet; steps in the interview process; reprints of journal articles on how to design experiential curricula and simulations; and examples of three experiential activities. The Internet game "Dig" is also included. (Author/RM)

ED 207 883 SO 013 598

Lipman, Matthew Sharp, Ann Margaret

Social Inquiry: Instructional Manual to Accompany MARK.

Montclair State Coll., Upper Montclair, N.J. Inst. for the Advancement of Philosophy for Children. Spons. Agency—Rockefeller Foundation, New York, N.Y.

Report No.—ISBN-0-916834-15-8

Pub Date—80

Note—410p.; For a related document, see ED 189 016.

Available from—First Mountain Foundation, PO Box 196, Montclair, NJ 07042 (\$30.00).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Critical Thinking, Democratic Values, Discourse Analysis, Individual Development, *Inquiry, Learning Activities, Logical Thinking, Moral Development, *Philosophy, Secondary Education, *Self Concept, Socialization, Social Studies, *Social Values

This manual contains classroom exercises which can be used to supplement each chapter of the story "Mark," (ED 189 016) designed to help adolescents formulate a philosophy of values. The purpose of both "Mark" and "Social Inquiry" is to identify key social issues in the social sciences and expose students to the conflicting concepts at the heart of each issue. The story and exercises are well-suited for use in high school social studies courses and/or in philosophy or guidance units. The broad themes which are recurrent throughout "Social Inquiry" focus on the concepts of government, law, social institutions, community, society, human nature, and justice. Teaching techniques emphasize discussion among students to encourage and develop thinking skills and reasoning exercises to develop reasoning skills. Students are encouraged to apply their critical understanding to specific situations. The manual begins with an introduction to the teacher on how to use the manual, followed by exercise charts which identify each exercise in the manual and show into which category each exercise primarily falls, i.e., philosophical discussion, problem situation for analysis, etc. The booklet is arranged into eight chapters, each chapter contains numerous exercises. For ex-

ample, chapter 1 contains 15 exercises which begin with leading ideas for the teacher on such topics as mediating a fight, asking for reasons, and similarities and differences. (Author/RM)

ED 207 884 SO 013 601

Hantula, James
Basic Skills in Asian Studies.
Pub Date—81

Note—71p.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Asian History, *Asian Studies, *Basic Skills, Content Area Reading, Critical Thinking, Learning Activities, Map Skills, Problem Solving, Reading Skills, Secondary Education, Time

This publication contains field tested learning activities which will help secondary students develop basic skills while learning about Asian history, culture, and geography. The activities can be used or easily adapted by teachers in any Asian studies course. The publication is organized by the skills taught. These are: reading; applying problem-solving and critical-thinking skills to social issues; interpreting maps and globes; and understanding time and chronology. Activities to develop skills in reading about Asia involve students in defining Asian studies terms (e.g. caste, Buddhism); identifying keywords; classifying sources of information; answering information questions; and answering objective questions. To develop critical thinking about Asia, students analyze a retrieval chart on Communist Party membership in China, India, and Japan; solve word mazes on the names of major cities in China and nations in Asia; compare Asian countries in terms of Gross National Product; read about a family in India and write down the important facts; and judge values. In learning to interpret the geography of Asia, students describe regions of Asia; learn to draw inferences about the location of places; learn to assess places which have a similar geography; and analyze how Asia is reported in the news. Activities to help students understand the history of Asia involve them in learning about how different cultures learn about time; making a timeline; assessing similar ideas in Asia and in the U.S.; and correlating events in Asia and Europe. A student test is included in the appendices. (Author/RM)

ED 207 885 SO 013 602

Arnold, Rick

Teaching Improvisation in the General Music

Class. An Instructional Program.

National Association of Jazz Educators, Birmingham, Ala.

Pub Date—May 81

Note—65p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Creative Expression, Learning Activities, *Music Education, Secondary Education, Teaching Guides

Identifiers—Improvisation

This guide contains activities for teaching improvisations to a high school general music class. Improvisation is the most unique, and probably the most intimidating factor of jazz. By its very nature improvisation is an extremely personal expression that may indeed be difficult, however by no means impossible to teach. Due to a lack of experience and training in this respect, a large number of music educators feel inadequate teaching jazz. Through the activities in this guide, teachers will be able to help students experience improvising and help them gain a much greater understanding and an aesthetic appreciation for both the art of improvisation and jazz. The instructional unit is divided into three sequential sections beginning with rhythmic improvisation, followed by pitch (melodic improvisation) and harmonic progression, and culminating with jazz improvisation. The underlying concept throughout the entire program is one that stresses the aural aspect of learning. There are a number of listening exercises that require immediate recall. There are also a number of creative activities that are not of an improvisatory nature. Most of the exercises in the guide are adaptations of concepts presented by persons such as Carl Orff, Dominic Spers, and Jerry Coker. (Author/RM)

ED 207 886 SO 013 603

Gideonse, Hendrik, Ed. And Others

Values, Inquiry, and Education. CSE Monograph Series in Evaluation, 9.

California Univ., Los Angeles. Center for the Study of Evaluation.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Report No.—CSE-9

Pub Date—80

Note—391p.

Available from—Center for the Study of Evaluation, UCLA Graduate School of Education, University of California, Los Angeles, CA 90024 (\$11.00).

Pub Type—Opinion Papers (120) — Books (010)

EDRS Price - MF01/PC16 Plus Postage.

Descriptors—Anthropology, Educational Assessment, Educational Practices, *Educational Research, Elementary Secondary Education, *Evaluation, History, *Inquiry, Political Science, Psychology, *Social Sciences, Sociology, *Values
This edited volume contains 16 social science-related educational research articles based on papers presented at the 1979 annual meeting of the American Educational Research Association (AERA). The articles and associated commentary are organized according to six symposia held at the meeting—anthropology, evaluation, history, political science, psychology, and sociology. The objective of each symposium was to identify the values imposed by the social science discipline and to determine how researchers tend to treat this subject matter, with particular regard to methodology and concept formation. Titles include "Anthropological Fieldwork: Comments on its Values and Limitations;" "Values and Policy in Educational Evaluation;" "Democratizing Evaluation;" "Distortion of the Historiography of American Education;" "Neo-Conservatism and National School Policy;" "Values Imposed by Political Science: Implications for Educational Research and Development;" "The Influence of Psychology on Education;" and "Sociological Arrogance." (DB)

ED 207 887 SO 013 604

Gottschang, Karen Turner

China Bound: A Handbook for American Students, Researchers and Teachers.

National Academy of Sciences - National Research Council, Washington, D.C. Committee on Scholarly Communication with the People's Republic of China; National Association for Foreign Student Affairs, Washington, D.C.

Pub Date—81

Note—153p.

Available from—National Association for Foreign Student Affairs, 1860 19th Street, N.W., Washington, DC 20009 (\$1.00, quantity discounts available).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Exchange Programs, *Foreign Culture, Higher Education, International Educational Exchange, *Student Exchange Programs, *Study Abroad, *Teacher Exchange Programs, Tourism, *Travel

Identifiers—China

This handbook provides appropriate background and orientation material for American students, researchers, and teachers who travel to the People's Republic of China. There are eight sections. Section one discusses opportunities for study, research, and teaching in China. Section two deals with preparing for the trip. Various topics are discussed including arranging to leave the United States (e.g., passports, visas, money, customs); what to take for daily life (e.g., clothing, electrical appliances, gifts); and what to take for professional life (e.g., research materials, teaching aids). The third section examines settling in and describes what to expect when you arrive in China, life in China, and the housing situation. Study and research are the topics of the fourth section. The work unit, student life, the researcher's experience, and access to material are discussed. Work loads, working conditions, and professional and social relationships in teaching are examined in section five. Available services are described in section six. What to expect upon leaving China is the topic of section seven. Appendices include China's regulations governing the enrollment of foreign students in institutions of higher education; information concerning the recruitment of foreign language teachers in China; a sample contract for foreign teachers in China; a selected reading list; information

on Chinese postal and customs regulations; approximate costs of housing, clothing, and other items, and names of colleges and departments open to foreign students. (Author/RM)

ED 207 888 SO 013 605

Research Bulletin of the National Institute for Educational Research.

National Inst. for Educational Research, Tokyo (Japan).

Report No.—NIER-19

Pub Date—Dec 80

Note—91p.

Pub Type—Reports - Research (143) — Information Analyses (070)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Aesthetic Education, *Comparative Education, Computer Assisted Instruction, Concept Formation, Educational Needs, Educational Practices, *Educational Research, Elementary Secondary Education, Environmental Education, Mathematics Instruction, Science Education, State of the Art Reviews

Identifiers—Japan

This bulletin contains English translations of two original research papers dealing with education in Japan. Summaries in English of research activities of the Japanese National Institute for Educational Research (NIER) are also included. The first research paper is a "Survey of Opinions Concerning the Reform of Compulsory Education." After World War II, the compulsory education system of Japan was reformed and converted into a six-year elementary school, three-year junior high school system. The survey points out that Japanese education needs to improve course content and teaching methods and to develop individualized instruction. The researchers also think that a gradeless system would be desirable. The second paper deals with "Aesthetic Education in Japan." A state of the art review on Japanese aesthetic education is presented and creativity development in fine arts education is examined. The major goal of Japanese fine arts education is to help children develop a rich imagination and flexible ideas. The research activities of NIER, which are summarized briefly in the last part of the bulletin, include the following: "IEA Second Math Study;" Basic Study on Promoting Development in Children Failing in Schoolwork;" "Research and Development for Environmental Education Curriculum;" "Evaluation of Problem-centered CAI Learning Programs for Upper Secondary Physics;" and "Language Expression and Concept Formation in Science Education." (Author/RM)

ED 207 889 SO 013 606

Oshima, Lynette K.

The Cloze and Maze as Measures of Comprehension of a Social Studies Text: A Preliminary

Report.

Pub Date—28 Nov 80

Note—40p.; CUFA Presentation to the National Council for the Social Studies (New Orleans, LA, November 28, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Cloze Procedure, Educational Research, *Readability Formulas, Secondary Education, *Social Studies, *Textbook Evaluation, United States History, Validity

Identifiers—Maze Technique

The purpose of this study was to determine whether three procedures—the cloze, maze, and intact cloze—were reliable and valid measures of readability. One hundred and eighty one sophomores were involved in the study. A passage, An Industrial Giant: Standard Oil Company, from the U.S. history textbook "The People Make a Nation" (Sandier, Rozwenc, and Martin) was selected. The students were asked to read the passage, to take a readability test using the cloze, maze, or intact cloze and to take a comprehension test. Results include the following. First, the cloze, maze, and intact cloze were found to be reliable and valid measures of readability. However, the cloze appears to be the most effective and efficient when compared to the maze and intact cloze. Second, results of past research indicate current methods of assessment (i.e., formulas and standardized tests) to be relatively accurate and acceptable. Recent research suggests the importance of other factors not included in current readability measures such as the concept load, horizontal readability of the text and the linguistic and cognitive development of the reader. (Author/RM)

ED 207 890

SO 013 607

Endo, Russell

Race and Educational Ambitions: The Case of Japanese Americans.

Pub Date—Jun 81

Note—20p.; Paper presented at the Annual Meeting of the Southwest Forum on Minority Group Research (Denver, CO, June, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Aspiration, *Educational Attitudes, Higher Education, Japanese Americans, Social Science Research, State of the Art Reviews

This study compares explanatory factors related to the educational expectations of Japanese American and White college students. The research was conducted at a major West Coast state university located in an urban metropolitan area. Data were gathered through a questionnaire mailed to a sample of 200 Japanese Americans and 200 White full-time undergraduates randomly selected from institutional records. Eighty percent of the Japanese American and 84% of the Whites returned questionnaires. Results indicated that the processes related to educational ambition and, therefore, eventual status attainment are different for Japanese Americans than for Whites. Forty one percent of the Japanese American respondents expected to obtain up to four years of college education, 33% expected to work toward a master's degree, and 26% expected to do work toward a doctorate or professional degree. The comparable percentages for Whites were 50, 31, and 19. Level of academic performance along with the related variables of academic self-confidence and concern over the negative effects of inadequate grades have the highest coefficients for both Japanese Americans and Whites. However, the most important variable for the former is concern over inadequate grades while the most important for the latter is academic self-confidence. Parents' expectations, concern over the negative effects of insufficient motivation, and the importance of "connections" in determining educational achievement assumed an intermediate position of importance for Japanese Americans. None of these variables have the same relative degree of importance for Whites. (Author/RM)

ED 207 891

SO 013 611

Watts, Robert, Ed. And Others

Peace, Security and the 1980 Elections.

World Without War Issue Center-Midwest,

Chicago, Ill.

Pub Date—80

Note—19p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Disarmament, *Foreign Policy, Higher Education, *International Relations, *Peace, Secondary Education, *World Affairs

This booklet offers a perspective on U.S. foreign policy for election year 1980. It can be used as a discussion starter at the secondary and college levels. Long range goals essential to a warless world are proposed. They are: mediating regional and national crises; gaining arms control and disarmament agreements; strengthening international institutions; building a sense of world community; and sustaining world economic development. Specific proposals designed to initiate progress toward reaching these goals are then presented and discussed. For example, to sustain world economic development, the United States should (1) reduce oil imports further; (2) establish a standardized accounting system for aid transfers, including governmental and nongovernmental aid; and (3) appropriate or earmark 1/2 of the needed funds for a country's land reform program provided the land goes to those tilling it and productive units are formed. (Author/RM)

ED 207 892

SO 013 612

Political Discovery Resource Book.

Political Discovery Education Collaborative for Greater Boston, Mass.

Pub Date—Mar 81

Note—85p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Citizenship Education, Definitions, *Federal Government, Glossaries, *Local Government, *Politics, Secondary Education, *State Government, *United States Government (Course)

This resource book for secondary students describes various aspects of federal, state, and local political processes. Originally written for use in the magnet education program "Political Discovery" in Boston, Massachusetts, the book can easily be used or adapted by teachers in any state. The first part of the book deals with the federal government. Presented are a glossary of political terms and definitions of many forms of government in the world today; a discussion of the separation of powers and a description of the duties and responsibilities of the parts of the federal government—the president and vice president, the cabinet, congress, and the federal courts. A flow chart of how a case reaches the Supreme Court is also provided. The second part of the booklet focuses on the state government in Massachusetts, examining the responsibilities of the Governor, his cabinet, constitutional officers, and the legislature and describing the procedure for passage of a bill and the judicial system. The third section of the booklet deals with local government. County government is first described. Then cities and towns are examined. Questions such as "What is the Home Rule Amendment?", "What's the role of a city council?", and "What's the difference between a city and a town?", are discussed. Metropolitan units are examined and the government of the city of Boston is discussed. Last, a "Political Discovery Action Manual" provides students with many tips—how to fight city hall, how to register, how to get to the National Convention, how to run for office, when to write to Washington, and how to use the media. Landmark decisions in desegregation are also presented in the booklet. (Author/RM)

ED 207 893

SO 013 614

Mills, Rilla Dean

Qualitative Studies: Historiographical Antecedents.

Pub Date—Aug 81

Note—15p.; Paper presented to the Qualitative Studies Division of the Association for Education in Journalism Annual Convention (East Lansing, MI, August, 1981).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Historiography, Intellectual History, Philosophy, Social Science Research, *Social Sciences

Identifiers—Qualitative Studies

This paper provides an overview of qualitative studies' antecedents among historiographers and of the positivist tide which nearly engulfed them. Humans live by interpretations. The task of social science—the basic task of qualitative studies—is to study these interpretations so that we can better understand the meanings which people use to guide their activities. This is what some historians have tried to do since at least the time of Herodotus. Social science's detour down the positivist path was prepared by Locke, Kepler, Galileo, Bacon, Newton, and Descartes. Man, in the new understanding, was at root a rational being, and once his true "nature" were known, so would be the natural laws of his own behavior. Dissatisfaction with the rationalists' mechanical view of man led to the excessively emotional, occasionally mystic view of man. The mystical undercurrents of Romanticism were probably at least partly responsible for the outpouring of philosophies (Kant's, Hegel's, Marx's) in the early 19th century. For most of the West, however, it was not Marx or Hegel but Leopold Von Ranke, who was to be the model for the practice of history. Ranke insisted that historians make a thorough study of the personality, tendencies, activities, and opportunities of the author of each document. With the positivists in the 19th and 20th century, history's purpose became to codify and, therefore, predict the behavior of men in the same way that contemporary physics seemed to be doing in the physical world. At the same time another series of thinkers, including Dilthey, held fast to the insight that man, through his history, is part of a dynamic chain of existence. In studying nature, Dilthey pointed out, man was always the outsider. (Author/RM)

ED 207 894

SO 013 618

Education in Germany: A Bibliography of English Language Publications.

Max-Planck-Institut fuer Bildungsforschung, Berlin (West Germany).

Pub Date—Feb 81

Note—75p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Education, *Comparative Education, Educational Development, Educational Policy, *Educational Practices, Educational Theories, Elementary Secondary Education, Foreign Countries, Higher Education, Preschool Education, Teacher Education, Teachers, Teaching Methods, Technical Education, Vocational Education, Youth

Identifiers—*Germany

This bibliography cites bibliographies, journals, books, essays, journal articles, and monographs on education in Germany. All publications cited are in English. The three major sections of the bibliography are education in Germany up to 1945, education in the Federal Republic of Germany, and education in the German Democratic Republic. Topics include the following: educational theory and science; educational policy and practice; schools and other institutions; preschool education; elementary and secondary education; vocational and technical education; universities and tertiary education; general descriptions, developments, problems, and policy; institutions of higher education; teachers; scientists; students; curriculum; adult education; teacher education; teaching methods; and youth service and work. (Author/RM)

ED 207 895

SO 013 619

Dietrich, Gunter And Others

On the Democratization of Education in the GDR. United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.—ED-80/W5/56

Pub Date—28 May 80

Note—46p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Comparative Education, Educational History, *Educational Practices, Elementary Secondary Education, Equal Education, Higher Education, *Relevance (Education), *Technical Education, *Vocational Education

Identifiers—*East Germany

Education in East Germany is discussed in this paper. The introduction provides a brief survey of educational reform in East Germany since 1945. Seventy-five percent of the teachers in service up to 1945 were dismissed because of their fascist and militaristic attitudes. New teachers were trained. All young people, irrespective of their parents' social position, were given equal access to education. Various forms of linking instruction and productive work, including polytechnical instruction, vocational training, and technical schools were begun. The paper then goes on to discuss one of the basic principles of the socialist school—the linkage of school and life. Experimental activities, field trips, children's and youth's organizations, industry or agriculture sponsored activities, exhibitions, and fairs are discussed as methods for making school more relevant to students. Today in East Germany almost every school has a sponsor factory of its own. Each sponsor contract includes concrete measures for one year. Skilled workers, engineers, artists and scientists visit classes, organize field trips, and develop slide shows for students. The implementation of the polytechnical principle in mathematics, in the natural sciences, and in the social sciences is discussed. Polytechnical instruction in crafts, gardening, and technical drawings is also examined. (Author/RM)

ED 207 896

SO 013 620

Clark, J. R. Barron, Deborah

National Survey of Economic Education, 1981.

Grades Six Through Twelve.

Phillips Petroleum Company, Bartlesville, Okla.

Pub Date—81

Note—114p.; Some charts may not reproduce clearly from EDRS in paper copy or microfiche due to print on a dark background.

Available from—Playback Associates, 708 Third Avenue, New York, NY 10017 (free).

Pub Type—Reports - Research (143) — Information Analyses (070)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Economics Education, *Educational Assessment, Educational Practices, Educational Research, Elementary Secondary Education, *National Surveys, Questionnaires, State of the Art Reviews, Teacher Characteristics, Teaching Methods

The purpose of this survey is to present a state of the art review of economics education programs, practices, and objectives in junior and senior high schools throughout the United States. A representative sample of 500 schools was drawn across America's urban and rural schools and approximately 500 personal and 275 written interviews were completed with economics teachers in these schools. The document includes three major sections and five appendices. In section I, the survey is introduced and the methodology is explained. Information is presented on the expert advisors who helped design the survey, sampling, questionnaire development, data analysis, and survey structure. In section II, an overview of major findings is presented. The findings discussed in this section indicated that the student constituency for economics has become larger and younger. Significant gains have been made in teaching economics since 1970; economics is approaching the status of a mainstream course of study in junior and senior high schools; teachers are devoting a larger portion of their class hours to teaching economics; teachers desire additional training both in the subject matter of economics and in how to teach economics; and a majority of teachers surveyed believe there are more teaching materials available for economics education than there were five years ago. In section III, the bulk of the document, detailed findings are presented on characteristics of economics teachers, the position of economics education in junior and senior high schools, importance of economics in the curriculum, teaching methods, content of the economics curriculum, favorite topics, teacher's assessment of teaching materials, use of materials, and needs of economics teachers. The document concludes with appendices, including a copy of the survey questionnaire and data on sampling procedures. (Author/DB)

ED 207 897

SO 013 621

Rhodes, Veuja J.

Development of a Rationale and Justification for the Specification of General Education Goals within History Curricula.

Pub Date—81

Note—25p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Degree Requirements, Educational Objectives, *General Education, Higher Education, *History Instruction

This paper examines history as a general education requirement in postsecondary institutions. General education tries to present a basic core of knowledge which is fundamental to all educated men and women. Research regarding goals for required general education and history reveals that a statement of goals is almost always couched in value terms. That general education is a component of formal education and must reflect the goals of formal education is an accepted truism. History as a part of general education must reflect the goals of general education, although much debate surrounds the issue of which goals ought to be promoted by a general education. History as a required course is justifiable primarily to the extent that it contributes to the goals of general education. Goal formation is confused by the lack of a clearly conceptualized statement of what it means to be educated in our social setting. Without a clear conception of the "educated person," educators are cast adrift, finding it difficult, if not impossible, to justify required general education history courses. (Author/RM)

ED 207 898

SO 013 623

Stokes, Bruce

Global Housing Prospects: The Resource Constraints. Worldwatch Paper 46.

Worldwatch Inst., Washington, D.C.

Spons Agency—United Nations Fund for Population Activities, New York, N.Y.

Report No.—ISBN-0-916468-45-3

Pub Date—Sep 81

Note—63p.

Available from—Worldwatch Institute, 1776 Massachusetts Avenue, N.W., Washington, DC 20036 (\$2.00, quantity discounts available).

Pub Type—Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Developed Nations, Developing Nations, Economic Factors, Energy, Futures (of Society), *Global Approach, *Housing, Housing Deficiencies, Housing Needs, Land Use, Resources, *World Problems

This paper examines worldwide housing problems. The rising prices of materials, energy, and land ensure that buying, building, and maintaining even the most elementary shelter today costs several times what it did a decade ago. People in industrial countries must spend an even larger share of their income if they want to buy a home. Those who cannot afford to buy a house are finding a scarcity of rental units. There is mounting despair about shelter conditions in the Third World, as it becomes apparent that most people will never live in homes that reach the standard now found in industrial countries. A number of specific topics are examined. First, the difference between housing needs and housing demand is discussed. The need for housing is primarily a function of population growth. Housing demand is the result of the impact of both population growth and economic variables. The changing housing stock (new units flowing in vs. old units flowing out) is then examined. Resources—type of land house stands on and materials, labor, financing, and energy that go into building a house—are the third topic treated. The fourth topic dealt with is the role land plays in the housing market. Other topics examined are old and new building materials, energy, financing, the home of the future, and housing policies in an era of limits. (Author/RM)

ED 207 899

SO 013 624

Moore, John C. Jr.

Using 1980 Census Data for Local-Level Advocacy: An Introduction for Nontechnical Readers.

Day Care Council of America, Inc., Washington, D.C.

Spons Agency—Community Services Administration, Washington, D.C.

Report No.—CSA-LN-2732

Pub Date—Apr 80

Note—59p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Advocacy, Guidelines, *Human Services, Reliability, *Statistical Data, Statistics, Validity

Identifiers—*Bureau of the Census

This paper was written to help local level advocates in the human services understand and use statistical data from the U.S. Bureau of the Census. Because of budget cuts, difficult times are ahead for human services delivery. Advocates need to strengthen their technical skills. In the first section of the paper, two new programs of published data for small-area data users are described: the Neighborhood Statistics Program and the Summary Characteristics for Governmental Units. For readers interested in obtaining more data than is provided by these two programs, the second section outlines the content of the 1980 census questionnaire, defines the geographical areas for which data are published, and describes the basic publications that the Bureau will be producing. Computer tapes containing census data are also briefly described. In the third section, two technical issues are discussed. The first issue discusses threats to the quality of data, with emphasis on how a person can investigate the adequacy of coverage procedures that were used for the 1980 census in local areas. The second issue focuses on discussion of error associated with population estimates based on sampled data. The fourth section presents guidelines for using data in advocacy work. How to link data to the issues, and how to display data are examples of topics discussed. The last section cites three sources of information for further assistance: printed materials, technical assistance resources, and local resources. (Author/RM)

ED 207 900

SO 013 626

Pupil Exchange in the European Community Venice Colloquium (October 24-28, 1977). Collection Studies, Education Series No. 5.

Commission des Communautés Européennes (Luxembourg).

Report No.—ISBN-92-825-0561-8

Pub Date—May 78

Note—68p.

Available from—European Community Information Service, 2100 M Street, N.W., Suite 707, Washington DC 20037 (\$12.00).

Pub Type—Opinion Papers (120) — Collected Works - Proceedings (021)

Document Not Available from EDRS.

Descriptors—*Comparative Education, Educational Practices, Elementary Secondary Education, Foreign Countries, Higher Education, Program Descriptions, *Student Exchange Programs, *Study Abroad, Travel

Identifiers—Belgium, Denmark, *Europe, France, Germany, Ireland, Italy, Luxembourg, Netherlands, United Kingdom

This publication contains the papers of the Venice Colloquium held in October, 1977 by educators from European countries to discuss the topic of visits and exchanges for pupils. There are seven chapters. Chapter one discusses the context and objectives of the colloquium. Chapter two describes pupil visits and exchanges in the European community. In particular, exchange programs in Belgium, Denmark, the Federal Republic of Germany, France, Ireland, Italy, Luxembourg, the Netherlands, and the United Kingdom are reported. Three case studies are presented in chapter three. The first case study examines the European Federation for Intercultural Learning. The second case study examines a school partnership in practice, describing the experience of Lessing Gymnasium, Mannheim and Lycee Dumont d'Urville, Toulon. Study visits abroad in foreign languages for students from Hertfordshire are the topic of the third case study. The paper presented in chapter four is an overall look at the objectives, activities, and problems of European exchange programs. Guidelines prepared for the colloquium are presented in chapter five. The final report and recommendations of the colloquium are included in chapter six. The publication concludes with a list of participants in chapter seven. (Author/RM)

ED 207 901

SO 013 628

Holmes, Edward, Jr. Frkovich, William

The American Cowboy as Depicted Through Music and Poetry: Instructional Materials for the Elementary Classroom Teacher.

Arizona State Univ., Tempe. Dept. of Secondary Education.

Pub Date—8 Oct 81

Note—32p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Art Activities, Bibliographies, Elementary Education, Learning Activities, *Music Activities, *Poetry, Resource Materials, *United States History, United States Literature, Units of Study

Identifiers—Arizona, *Cowboys, *Frontier History, United States (Southwest)

This resource unit for elementary students brings together information about cowboys, with a special emphasis on the songs and poetry that they created and that were created about them. The unit is self-contained. All poems and songs are included. Objectives are provided. Specifically, the unit should help students read and understand poetry about cowboys; give students a base of knowledge on which to build in doing further independent work such as writing poetry, lyrics, and music; provide students with an awareness of the daily life of a cowboy in the Southwest; help students develop a realistic attitude toward the life of a cowboy, as opposed to the cowboy of American fable and legend; and help students learn how important the cowboy was in the development of the whole Southwest, and in particular, in the development of Arizona from a territory to a state. Activities for art, music, and other courses are suggested. Examples of activities follow. Students read verses of poetry aloud. For example, they rewrite poems such as "Cattle" or "I'm an Arizona Cowboy," using their own words and images. Students draw pictures or cartoons creating a scenario around a Western scene, write words for a song to be sung by a cowboy or cowgirl, and present a Western skit. The unit concludes with a bibliography of resources for students and teachers. (RM)

ED 207 902

SO 013 629

Kapoor, J. M.

Some Measures of Evaluation and Effectiveness in Social Work Practice.

Pub Date—79

Note—17p.; Paper presented at the Annual Forum of the National Conference on Social Welfare (106th, Philadelphia, PA, 1979).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Accountability, Evaluation Criteria, *Evaluation Methods, Measurement Techniques, Performance, Program Effectiveness, *Social Work

Measures of accountability and evaluation of social work program efforts are examined. Evaluation of program effort refers to an assessment of the amount and kinds of program activities considered necessary for the accomplishment of program goals within a particular stage of development. It refers not only to staff time, activity, and commitment, but also to the allocation and use of material resources such as funds, space, and equipment. The social service agency would be expected to provide: 1) clearly defined goals which can be accomplished with a reasonable degree of competence; 2) a pursuit of excellence in delivering services as effectively and humanely as possible; and 3) agency personnel who are well-trained to function within the particular agency with skill and competence. A few of the techniques which can improve the standard of accountability are the summative and formative evaluations, the Management by Objectives system, service management approach, and an accountability recording system of casework. The key characteristic of each of these techniques is that they attempt to establish and accomplish clearly-defined goals based on the intended client's values and needs. If the goals of policy are not made more coherent and more consistent and if performance is not more explicit and realistic, then there is little hope of attaining accountability for either the agency or the social worker. (Author/RM)

ED 207 903 SO 013 630

Seiferth, Bernice, B.
Censorship in Social Studies.
Pub Date—Sep 81

Note—15p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Censorship, Educational Research, Elementary Secondary Education, *Social Studies, State Surveys, *Teaching Methods, Textbook Content, *Textbooks

In order to determine how much censorship was taking place in Illinois social studies classes, 200 principals were asked to respond to a questionnaire regarding censorship of teaching methods and social studies textbooks. The principals were asked to respond to the following topics concerning the degree of censorship encountered for each item: United Nations/ internationalism/global education, communism, controversial issues, prominent controversial figures, mistakes of the United States in the past, the Holocaust, ethnic studies, pagan cultures/life styles, omission of black's achievement, omission of women's achievement, and the omission of other minorities' achievement. It was found that the inclusion of material on communism and controversial issues received the most censorship for social studies texts. In many parts of the country, teaching about the United Nations and global education is under attack, but it did not prove to be so in Illinois. In responding to amounts of censorship of teaching methods, it would appear that discussion of controversial issues in social studies was censored most frequently with 55 principals reporting it occurred occasionally and eight frequently, although it occurred more often in the larger school systems with the highest of 80% in schools of 600-700. It appears that social studies teachers are relatively free to teach as they see fit without too much interference from outside pressure groups. Attached to this paper are three data tables on the censorship of teaching methods, censorship of social studies textbooks, and origin of censorship and the censorship survey form. (Author/RM)

ED 207 904 SO 013 631

Parker, Franklin
Why the Evolution/Creation Battle Rages: What Educators Can Do.
Pub Date—1 Oct 81

Note—66p; Some pages may not reproduce clearly from EDRS in paper copy or microfiche due to variations in ink density.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Biology, *Conflict, Court Litigation, *Creationism, *Educational History, Educational Needs, *Evolution, History, Organizations (Groups)

The author explores the evolution/creation conflict and suggests what educators might do to fulfill

their responsibilities with the least offense to the religious beliefs of creationists and with respect for students' right to understand their Western scientific heritage. The paper begins with a history of the conflict between creationists and those who believe in evolution. The author explores the movement of evangelical fundamentalists who in the 1920s sought to dislodge evolution and in the 1980s seek equal time for creation science alongside evolution theory. Going back before Darwin to the early church, this dispute is long range over the origin, nature, and future of man, and the universe. It has often been expressed in clashes between religion and science, fundamentalism and modernism, and now born again evangelism and secular humanism. Court cases are described. Creationist organizations and strategies are discussed. Resolutions and policy statements of various groups are included and arguments for and against evolution, scientific creation, and equal time are presented. The last part of the paper talks about what educators can do. School districts should anticipate and prepare early for problems likely to arise. A "Procedures Committee" charged with dealing with conflict situations should be organized. This committee should assemble, maintain, and make available a library of information on evolution/creation and gauge community feelings. Clear procedures to reduce conflict, such as having complaints written and signed, should be articulated. (Author/RM)

ED 207 905 SO 013 632

Wolfe, Lee M. Lichtman, Marilyn
Measurement Error Models of Educational Attainment for Whites and Mexican-Americans.
Virginia Polytechnic Inst. and State Univ., Blacksburg.

Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.

Pub Date—Aug 81

Grant—300-78-0561

Note—52p; Paper presented at the Annual Meeting of the American Sociological Association (Toronto, Ontario, Canada, August 24-28, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Educational Attainment, *Educational Status Comparison, Error of Measurement, High School Seniors, *Mexican Americans, Secondary Education, Social Science Research, Socioeconomic Background, *Whites

This paper examines the following issue: Is the process of educational attainment the same for both whites and Mexican Americans, or does it differ? Two possible explanations for why mean differences exist in educational outcomes for whites and Mexican Americans are that either the process of educational attainment varies between the two groups, or if the process is invariant, one group starts with social advantages not shared by the other group. Data for the study were drawn from the National Longitudinal Study of the High School Class of 1972. The basic model of educational attainment used in the analysis considers education to be a function of father's occupational status, father's education, mother's education, number of siblings, sex, ability, academic preparation, and college plans. An examination of these variables indicates that there are more similarities between the two groups than there are differences. There are some differences, but it cannot be said that they consistently favor or disfavor either group. For example, for neither group is the effect of father's occupation statistically significant. For Mexican Americans the influence of father's education is nearly twice that exhibited among whites, but the influence of mother's education among Mexican Americans is negligible. The overall impression of the study is that the process of educational attainment may differ between the two groups, but not a degree worthy of much notice. (Author/RM)

ED 207 906 SO 013 633

Athanson, Mary And Others
Citizenship Rights and Responsibilities: 4th Grade.

Pinellas County School Board, Clearwater, Fla.
Pub Date—Nov 80

Note—184p; Some of the resource sheets may not reproduce clearly from EDRS in microfiche. Available from—Pinellas County Schools, C & I Center, 205 4 Street SW, Largo, FL 33540 (\$10.00).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Child Abuse, *Citizenship Education, *Citizenship Responsibility, Elementary Education, Environmental Education, Grade 4, *Legal Education, Safety Education, Units of Study, Values

This unit of study is designed to help fourth-grade students become responsible citizens. At least six weeks of instructional time of forty minutes daily will be needed for unit implementation. Planning well in advance will be essential in order to schedule law enforcement presentations and in order to secure films. Topics studied include group characteristics; rules; rights; responsibilities; rights of citizens; the need for the law; property, safety, and environmental laws; violations; child abuse; decisions; alternatives; consequences; and values. Examples of activities follow. Students view and discuss filmstrips; listen to or read and discuss stories and newspaper articles; construct class bulletin boards; discuss information provided on transparencies; identify dangerous features of toys; listen to guest speakers; and participate in skits. Objectives, suggested activities, and lists of resources needed are provided for each unit. Many student worksheets are included. (Author/RM)

ED 207 907 SO 013 634

Broderick, John
Adapting Sociology to the Changing Demands of General Education: The Use of Debate and Critical Analysis.

Pub Date—Aug 81

Note—15p; Paper presented at the Annual Meeting of the American Sociological Association (76th, Toronto, Ontario, Canada, August 24-28, 1981).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Critical Thinking, Curriculum Development, *Debate, Educational Assessment, Educational Needs, General Education, Higher Education, Relevance (Education), *Sociology, *Teaching Methods

Suggestions are offered to help college-level teachers of sociology develop and implement programs which are consistent with the recent trend toward traditionalism in general higher education—a renewed interest in the traditional disciplines such as history, economics, and language studies. Suggestions center around two teaching methods—critical analysis and debate. These methods are stressed because the author believes that they can be successful in teaching two skills generally considered essential to the modern conception of the ideal core curriculum—communication skills and skills of critical thinking. Specific skills which this re-emergent core curriculum should stress include knowledge of major ideas which characterize civilization at various points, capacity to ask relevant questions about historical and contemporary political and moral issues, aesthetic sensibility, ability and propensity to analyze arguments, competence to communicate orally and in writing, development of an informed self-consciousness, and a desire to continue learning. Ways in which sociology can contribute to both these general and specific aims of liberal education include offering students an opportunity to read and analyze primary sources from divergent intellectual traditions and debate contemporary issues with reference to these primary sources. A course on criminology and deviance, for example, can help students analyze social structures and social institutions, become familiar with a wide variety of primary source material, and debate topics such as gun control and drinking age. The conclusion is that a major way in which teachers of sociology can incorporate traditional concerns such as the history of ideas into the curriculum and still meet student expectations for relevant subject matter is to combine critical analysis of divergent primary sources with student debates on current issues. (DB)

ED 207 908 SO 013 635

Dale, Emily Dunn
The White House Conference on the Family: Some Observations.

Pub Date—27 Aug 81

Note—24p; Paper presented at the Annual Meeting of the American Sociological Association for a session entitled "The Family as a Political Issue" (Toronto, Ontario, Canada, August 27, 1981).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Age Discrimination, *Family (Sociological Unit), Family Life, Family Problems, *Government (Administrative Body), Influences, Marriage, *Needs, Professional Associations, *Relationship, *Sociology

Identifiers—*White House Conference on Families

This paper examines the White House Conference on the Family. The paper discusses many different topics including: purpose of and preparations for the conference, demographic characteristics of delegates, majority recommendations and minority report, issues left unexplored, responsibilities of a consulting sociologist and efforts of interest groups to shape issues to be discussed. An alphabetically arranged list of organizations submitting issues statements is provided with a tabulation as to whether they were successful, unsuccessful or ineffectual, as against issues adopted. Summaries of the final report to the President and of plans for implementation of recommendations are included. Personal observations and conclusions of the author, include the following. There is a need for sociologists to incorporate family policy material in marriage and family and social problems courses. The public is becoming increasingly aware of the impact of government on the family. It is anticipated that the marriage tax and pension and social security for older Americans will be dealt with by the government to eliminate discriminatory regulations. Family impact analysis is identified as a sociological tool which may be oversold. The need to develop the craft and train more people to undertake such research, together with promoting the necessary funding, is stressed. Confidence is expressed in the ultimate capacity of sociology to contribute to family policy dialogue. (Author/RM)

ED 207 909

SO 013 636

MacDaniel, William E.

The Future, Extraterrestrial Space Humanization and Sociology.

Pub Date—Aug 81

Note—16p.; Paper presented at the Annual Meeting of the American Sociological Association (Toronto, Ontario, Canada, August, 1981).

Pub Type—Opinion Papers (120) — Speeches-/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Futures (of Society), *Needs, Social Problems, *Sociology, *Space Exploration

Identifiers—*Space Colonization

This paper suggests that sociologists should become actively involved with the study of the future as a means for revitalizing the profession of sociology. One aspect of the future that may be most exciting and challenging is the development of human society and culture in extraterrestrial human communities. A unique combination of technological knowledge and capability, financial motivations, ideological rationale, and political motivation virtually assures humanization of extraterrestrial space within the foreseeable future. Space society and culture are likely to differ substantially from that which is found on earth because of the unique exigencies of extraterrestrial living—e.g., extraterrestrial habitats will have access to unlimited solar power; there will be extensive electronic and computer capabilities; limited land areas will preclude land intensive activities. There are three alternative approaches that might be taken in the development of extraterrestrial society. First, space society may be allowed to evolve with no preplanning. Second, goals for a humanistically satisfying society can be formulated and a complete society can be preplanned. Third, unique problems associated with extraterrestrial living can be identified and solved through societal mechanisms. If sociologists do not become actively involved, the first approach is likely to occur. Tasks that must be undertaken by sociologists if extraterrestrial society and culture are to be appropriately planned for the benefit of mankind are suggested. (Author/RM)

ED 207 910

SO 013 637

Shane, Harold G. Tabler, M. Bernadine

Educating for a New Millennium: Views of 132 International Scholars.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Spons Agency—Lilly Endowment, Inc., Indianapolis, Ind.

Report No.—ISBN-0-87367-775-1

Pub Date—81

Note—170p.

Available from—Phi Delta Kappa Educational

Foundation, Eighth and Union, Box 789, Bloomington, IN 47402 (\$6.00).

Pub Type—Opinion Papers (120) — Books (010)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Continuing Education, Curriculum Development, *Educational Change, *Educational Needs, Elementary Secondary Education, Experiential Learning, Fundamental Concepts, *Futures (of Society), Global Approach, Higher Education, Interviews, Moral Development, Multicultural Education, *Natural Sciences, *Social Sciences

This publication contains excerpts from interviews with international scholars in the natural and social sciences about the future of education. Part I discusses educating for a new millennium. The scholars suggest basic concepts in their fields of expertise that young persons should understand if they are to survive the troubled years that lie ahead. For example, one concept youth need to grasp is the increasing interdependence that exists among nations and people everywhere. Among the concepts that cut across all disciplines, the one most often mentioned or implied by social scientists was the need for students to develop a set of carefully examined values. This concern with moral development appeared to be worldwide. Part II discusses what kind of schooling, what kind of lifelong education and what sort of learning experiences will be part of the future. A few examples follow. A multicultural tone must be incorporated into the curriculum. Helping children understand other cultural groups was one of the most important lessons to be extracted from the interviews conducted. The future curriculum will utilize teaching practices that involve genuine student participation in society's problems and processes. To enhance educational resources, the establishment of a Coordinated Educational Network is proposed. The future structure for schools must accommodate a seamless lifelong ability age curriculum that is based on the abilities and needs of individual learners rather than a lockstep graded school based on chronological age. (Author/RM)

ED 207 911

SO 013 639

Saidens, Mark Henry

Collective Bargaining in Government: An Introduction and Teaching Guide.

State Univ. of New York, Old Westbury, N.Y. Empire State Coll. Center for Business and Economic Education.

Pub Date—80

Note—31p.; Some pages may not reproduce clearly from EDRS in paper copy or microfiche due to differences in ink variations through original document.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Collective Bargaining, Higher Education, Labor Legislation, *Labor Relations, Learning Activities, Resource Materials, Strikes, Teaching Guides, Unions

Identifiers—New York

To be used with college students, this guide contains a reading selection on collective bargaining, discussion questions, and suggestions for class activities. The reading section examines the history of collective bargaining and discusses the philosophy governing labor relations in New York state. Discussion questions follow the reading. Activities for involving students in the study of labor relations in the public sector are suggested. Some examples follow. Students write a history of public sector labor relations in the United States. They compare public sector labor relations in the United States with public sector labor relations in other industrialized nations and write a formal report on their findings. In other activities, students examine the arguments for and against giving public employees the right to strike, do a comparative analysis of three or more contracts involving public employee unions, and write critical reviews of three books dealing with labor relations in the public sector. (Author/RM)

ED 207 912

SO 013 640

Wolosin, Phyllis Lerman

An Analysis of Student Choices in Medical Ethical Dilemmas.

Pub Date—Mar 79

Note—146p.; Presented in partial fulfillment of the requirements for the Degree of Doctor of Education, Nova University.

Pub Type—Dissertations/Theses - Doctoral Dissertations (041)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Decision Making, Educational Research, *Ethics, Higher Education, *Medicine, *Moral Values, Questionnaires, Statistical Analysis, *Student Attitudes, Surveys

Identifiers—*Bioethics

This report describes a study undertaken to assess student choices in medical ethical dilemmas. Medical ethical dilemmas are interpreted to include problems such as abortion, euthanasia, sterilization, experimentation on humans, allocation of scarce medical resources, and physician and health personnel training. The major purpose of the study was to provide pilot work in the relatively new field of medical ethics. Two major hypotheses were tested: (1) that there would be significant differences among responses of students by demographic factors such as age, sex, marital status, religious preference, experience with health care, and curriculum or college; and (2) that there would be no significant difference in respondents' answers between a pre- and posttest. The sample consisted of 405 students registered in medical ethics courses in 12 colleges and universities throughout the United States. In the pretest phase, students were directed during the first week of the semester to respond to 19 questions based on a choice of preferred action to take in case studies in the biomedical area. The posttest phase consisted of administration of the same questionnaire after nine to 10 weeks of the semester had elapsed. Responses were statistically analyzed. Findings indicated that there were no discernible pattern of responses to the questionnaire by demographic factors of students and that, because the posttest responses represented only one-fourth of the original sample, they were considerably too small to be useful for statistical treatment. (DB)

ED 207 913

SO 013 641

Dawson, George

The Economics of Aging: A Guide for Independent Study.

State Univ. of New York, Old Westbury, N.Y. Center for Business and Economic Education.

Pub Date—81

Note—65p.

Pub Type—Guides - Classroom - Learner (051) — Reference Materials - Bibliographies (131) — Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Bibliographies, *Economics, Employment Problems, Higher Education, *Independent Study, Learning Activities, *Older Adults, Organizations (Groups), Retirement

Identifiers—*Aging Education

The major portion of this publication contains a bibliography of resources which college students can utilize in an independent study of the economic problems of aging. The first two pages of the publication suggest student projects. For example, it is suggested that students might make a thorough study of retirement planning, do research on the housing situation of the elderly, or examine the programs of their state and local governments pertaining to the aged. The bibliography that follows cites books, journals, newsletters, monographs, special reports, directories, and a few select journal articles. Also included is a list of both public and private agencies and organizations with various kinds of programs for the elderly. The appendix contains a paper entitled "The Problems of the Older Worker: Factors That Affect Employment Status." (Author/RM)

ED 207 914

SO 013 642

Lloyd, Janice Holm

Consumer Economics Education in Michigan Schools: Report of the 1980 Survey.

Eastern Michigan Univ., Ypsilanti. Consumer Education Center.

Spons Agency—National Bank of Detroit, Mich. Pub Date—Dec 80

Note—33p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Consumer Economics, Core Curriculum, Educational Research, Elective Courses, Elementary Secondary Education, State Surveys

Identifiers—*Michigan

A status report of consumer economics education in Michigan schools is contained in this publication. A statewide survey of all public school districts in Michigan was undertaken in 1980. The survey report is intended to stimulate communication and action among educators to improve the quality of consumer economics programs in Michigan

schools. Included among the findings are the following. Twenty-eight percent of Michigan's 535 public school districts currently require students to take a separate consumer economics education course for graduation. Sixty-three percent of the districts offer a separate course as an elective, including 52 districts which also have a required course. Eight-one percent of Michigan's public school districts now have one or more separate courses in consumer economics education in the curriculum. Two-thirds of the required courses is taught by social studies faculty, with the remainder taught by home economics and business educators. Of the districts which offer elective courses and report faculty subject areas, nearly half are offered by the home economics department. Nineteen-percent of the districts do not have separate consumer economics education. Included in the appendix are the survey form and a suggested procedure for implementing consumer economics education at all levels. Sources of additional information and assistance are also provided. (Author/RM)

ED 207 915

SO 013 643

Haupt, Mildred M.

Multicultural and Global Education: Relationships and Possibilities. World Education Monograph Series Number Three.

Connecticut Univ., Storrs. World Education Project.

Report No.—ISBN-0-918158-18

Pub Date—25 Mar 80

Note—21p.; A Colloquium Presentation at the School of Education, University of Connecticut (Storrs, CT, March 25, 1980).

Available from—IN That World Education Center, University of Connecticut, Box U-32, Storrs, CT 06268 (\$1.50).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Curriculum, Definitions, Educational Needs, Educational Objectives, Elementary Secondary Education, Futures (of Society), *Global Approach, Higher Education, Models, *Multicultural Education, *Relationship

This paper examines the relationships between multicultural and global education, especially their impact on curriculum, and presents some possibilities for future development. First, definitions are provided and discussed. The paper then goes on to examine multicultural and global education as emerging concepts in schools. Multicultural education appears in programs such as ethnic studies, intergroup studies, and bilingual and bicultural education. Global education often comes under the rubric of area studies or international relations. The curriculum models of James Banks which show how curriculum reform is contributing to the evolution of multicultural and global education in the schools are examined. The relationship between multicultural and global education can be summarized by saying that although each can be represented by a different curriculum model, one develops quite naturally from the other and is compatible with it. The striking similarities between multicultural goals identified by Banks and those of global education proposed by the Global Perspectives Project are examined. Future action steps suggested include the following: (1) discuss with students the many ways in which cultural differences and global issues impinge on our lives; (2) develop a new course, such as environmental studies, and introduce it into the curriculum; and (3) devote an entire school day to a global or cultural theme. (Author/RM)

ED 207 916

SO 013 644

Heslop, Louise A. And Others

Consumer Education for the Young Child. Volume 1: Theory and Applications.

Guelph Univ. (Ontario). Dept. of Consumer Studies.

Spons Agency—Ontario Ministry of Consumer and Commercial Relations, Toronto. Consumer Information Centre.

Pub Date—Jan 81

Note—116p.; For related documents, see SO 013 645-646.

Available from—Department of Consumer Studies, University of Guelph, Guelph, Ontario, Canada N1G 2W1 (free, single copies).

Pub Type—Reports—Descriptive (141)—Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Consumer Education, Curriculum Evaluation, *Educational Needs, Family Role, Fundamental Concepts, *Preschool Education, Program Descriptions, School Role, Socialization

This research report examines the need for consumer education programs for preschool children and describes preschool consumer education programs. A literature review of ERIC, CAIN (an agricultural index), Psychological Abstracts, Education Index, and the Canadian Education Index was conducted. Section one of the report provides an overview of consumer socialization. Families and schools have been identified as important influences in the consumer socialization of preschool children. Although most research focuses on consumer education in the secondary school, the research dealing with the preschool level supports the proposition that even young children are capable of learning consumer skills in a classroom setting. Section two discusses preschoolers' knowledge of the following consumer concepts: money, shopping, jobs and work, energy conservation, and television advertising. Section three contains a summary of the topics and concepts which researchers and program developers think appropriate for the preschool child. Section four contains brief summaries of currently available consumer education programs which have been developed for use with preschool children. Included are parent participation programs and classroom programs. Some consumer education materials were field tested with a small group of preschool children. An outline of the test program and of the results is included in section five. The report concludes with the names and addresses of resource persons and with a bibliography. (Author/RM)

ED 207 917

SO 013 645

Heslop, Louise A.

Consumer Education for the Young Child. Volume 2: An Annotated Bibliography.

Guelph Univ. (Ontario). Dept. of Consumer Studies.

Spons Agency—Ontario Ministry of Consumer and Commercial Relations, Toronto. Consumer Information Centre.

Pub Date—Jan 81

Note—71p.; For related documents, see SO 013 644 and SO 013 646.

Available from—Department of Consumer Studies, University of Guelph, Guelph, Ontario, Canada N1G 2W1 (free, single copies).

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Advertising, Annotated Bibliographies, *Consumer Education, Curriculum Development, Elementary Secondary Education, Higher Education, Learning Activities, *Preschool Education, Socialization

This annotated bibliography lists materials dealing with consumer education for the preschooler. Part one deals with curriculum development, consumer socialization, and advertising. Journal articles, monographs, ERIC documents, conference papers, and research reports are cited. Part two cites books, pamphlets, and other resources on programs and learning activities for preschool and for kindergarten and up. Part three lists bibliographies and reference materials. (Author/RM)

ED 207 918

SO 013 646

Heslop, Louise A.

Consumer Education for the Young Child. Volume 3: An Activities Handbook.

Guelph Univ. (Ontario). Dept. of Consumer Studies.

Spons Agency—Ontario Ministry of Consumer and Commercial Relations, Toronto. Consumer Information Centre.

Pub Date—Jan 81

Note—80p.; For related documents, see SO 013 644-645. Cartoon drawings and some poems may not reproduce clearly from EDRS in microfiche.

Available from—Department of Consumer Studies, University of Guelph, Guelph, Ontario, Canada N1G 2W1 (free, single copies).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Advertising, *Consumer Education, Energy, Learning Activities, Nutrition, Occupations, *Preschool Education, Services

This publication contains consumer education learning activities for preschoolers. The activities are self-contained. Topics include: coin recognition, price, and other money activities; jobs, work, and occupations; needs and wants; goods and services; stores and shopping; where goods come from—production; nutrition; hazardous products; energy; advertising; and general activities. Concepts, materials needed, and teaching procedures are discussed for each activity. Students are involved in many different kinds of activities. For example, they play money bingo, learn to match coins with their numerical and printed symbols, make a mural of people involved in different types of work, set up a grocery store, sing songs, and sort and classify pictures of food. (Author/RM)

ED 207 919

SO 013 648

Fair, Jean

A Rationale for Social Studies Education in Michigan.

Michigan Council for the Social Studies, Lansing; Michigan State Dept. of Education, Lansing.

Pub Date—81

Note—16p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Detroit, MI, November 23, 1981).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Curriculum Development, *Educational Objectives, Elementary Secondary Education, Guidelines, Intellectual Disciplines, Program Effectiveness, Skills, Social Action, Social Sciences, *Social Studies, Values

The central purpose of social studies education is the development of citizenship. In social studies education four elements are essential. The first element is knowledge. Social studies must draw heavily upon the social sciences, including history, and from related fields such as law, psychology, the humanities, journalism, and the arts. Young people must come to see that the ideas which make up the body of the scholarly fields change over the years. Knowledge must be balanced between understandings needed in young people's own immediate social worlds and society at large, and it must be intellectually honest. The second element is values. Identifying their own values must be a part of students' education in social studies. So also must be recognizing the values of others. The third element is skills in acquiring information and thinking about social affairs and the arts. Young people need skills to make their knowledge and values active and to continue in the lifelong process of learning. The fourth element is social participation. Everyone lives as part of social groups, which influence and are influenced by their members. Without direction toward action, social studies education becomes passive. The paper concludes with a description of the characteristics of programs which must be implemented if these four elements are to be translated into actual learning opportunities. Included among these characteristics are that objectives must be clear, learning activities must be appropriate for objectives, varied instructional materials are needed, the classroom climate must be supportive, and there must be assessment and evaluation. (Author/RM)

ED 207 920

SO 013 652

McTeer, J. Hugh Murray, Barry W.

Level of Economic Knowledge of Certain Groups of Teachers.

Pub Date—80

Note—10p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Business Education, *Economics, Educational Research, Elementary School Teachers, Elementary Secondary Education, Females, *Knowledge Level, Males, Secondary School Teachers, Sex Differences, *Social Studies, Teacher Qualifications, *Teachers

This study investigated the knowledge that teachers have of economics. A major purpose was to determine if certain groups of teachers (business education, social studies, elementary, male and female) were competent to teach economics courses. Data for the study were collected from the records of 11 economics workshops conducted from 1966 to 1977 at Georgia State University, Atlanta, Georgia. The population was composed of 204 experienced teachers—105 social studies teachers, 44 business education teachers, and 55 elementary teachers. Teachers were selected for participation in the workshops on the basis of their interest in and

involvement with economics subject matter. During the first week of each workshop, Form A of the Test of Economic Understanding was administered to measure the level of economic understanding of the teachers. Findings include the following: (1) most teachers do not have enough economic knowledge to effectively teach economics; (2) there is little difference in knowledge of economics between inservice business education teachers and inservice social studies teachers; (3) elementary teachers scored lower on the test than did either of the other groups; and (4) male social studies and business education teachers had more knowledge of economics than females. (Author/RM)

ED 207 921 SO 013 666

Siegel, Bernard J., Ed. *And Others*

Annual Review of Anthropology. Volume 10. 1981.

Annual Reviews, Inc., Palo Alto, Calif.

Report No.—ISBN-0-8243-1910-9

Pub Date—81

Note—458p.; For a related document, see ED 178 388.

Available from—Annual Reviews Inc., 4139 El Camino Way, Palo Alto, CA 94306 (\$20.00 USA, \$21.00 elsewhere).

Pub Type—Opinion Papers (120) — Information Analyses (070) — Books (010)

Document Not Available from EDRS.

Descriptors—American Indian Languages, *Anthropology, Archaeology, Ethnology, Linguistics, Population Trends, Sign Language, State of the Art Reviews

Identifiers—Sociobiology

This book contains 15 essays which provide an overview of the state of the art in the discipline of anthropology, including archaeology, biological anthropology, linguistics, regional studies, and cultural-social anthropology. Most of the authors are professors and researchers from departments of anthropology in colleges and universities. Topics of the essays include archaeological research, materialist approaches in prehistory, estimation of past population trends, endocrine-environment interaction in human variability, models in sociobiology, meaning-text models (a recent trend in Soviet linguistics), American Indian language maintenance, sign language in its social context, Athapaskan Linguistics, human adaptation to Arctic zones, recent ethnology of the Northwest coast, anthropology of fishing, new directions for anthropology and industry, and ethnographic aspects of the world capitalist system. Each essay begins with a brief section, written in nontechnical language, which informs nonspecialist readers about the topic under review. The book includes subject and author indexes, cumulative indexes of contributing authors and chapter titles for volumes 6-10. (Author/RM)

ED 207 922 SO 013 667

Horan, Patrick M. Killian, Molly Sizer

The Southern Aged: Race, Residence and Socioeconomic Conditions.

Pub Date—Aug 81

Note—20p.; Paper presented at the Annual Meeting of the American Sociological Association (Toronto, Ontario, Canada, August, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Blacks, *Older Adults, Quality of Life, Racial Factors, Rural Urban Differences, Social Science Research, Socioeconomic Influences, *Socioeconomic Status

Identifiers—*United States (South)

This paper examines the socioeconomic circumstances of the aged population in the Southern United States. Data used are drawn from the 15% 1970 Public Use Sample for noninstitutionalized individuals aged 55 and over from Alabama, Georgia, Mississippi, North Carolina, and South Carolina. The paper focuses on some of the major dimensions of social differentiation within the aged population. The impact of race and rural/urban residence on a series of socioeconomic outcomes, including living conditions, position (past or current) in the labor force, and the levels and sources of economic support is investigated. Findings include the following. The Black aged in the South experience much worse living conditions than do the White aged within all residence categories. Living conditions for both races improve substantially with movement from rural to urban to major metropolitan settings. For both sexes and for both racial categories, personal earnings, as well as personal income, increases from rural to urban to major metropolitan settings. In

rural areas, the earnings and income levels of Black males are about half that of their White male counterparts; and these economic differences between Black and White males increases in the urban and major metropolitan areas. Regarding sources of income, the dependence on social security and railroad retirement remains fairly constant across residential categories for Blacks of both sexes, but declines for Whites from rural to urban to major metropolitan areas. In general, the aged in metropolitan areas depend more heavily on earnings as a source of personal income than the aged in urban or in rural areas. (Author/RM)

ED 207 923 SO 013 668

Linowes, David F.

The U. S. Privacy Protection Commission—A Retrospective View from the Chair.

Pub Date—Aug 81

Note—21p.; Paper presented at the Annual Meeting of the American Sociological Association (Toronto, Ontario, Canada, August, 1981).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Civil Liberties, Confidential Records, Disclosure, Laws, *Privacy, *Program Design, *Program Effectiveness

Identifiers—*Ad Hoc Groups, Privacy Act 1974, *Privacy Protection Commission

This paper examines how the U.S. Privacy Protection Commission functioned. Examined are its basic authority, procedures and policies, operational plan, distinctive features, staffing, and results of recommendations. Created by an act of Congress in 1974, the Commission was authorized to examine all actual and potential invasions of privacy in the private and public sectors. The group was staffed with social scientists with strong research backgrounds. The Commission was granted subpoena power, which, although it was only used a few times, undoubtedly encouraged prompt cooperation from those whom the Commission sought to involve. All investigations were based on the hearings process. This, coupled with the policy of inviting as witnesses the chief executive officers of the organization under investigation rather than lower ranking officials assured the Commission of the highest quality of hard data. The Commission's final report contained 162 recommendations on consumer credit, the depository relationship, mailing lists, insurance records, employment records, medical care records, investigative reporting, government access to records, education records, government assistance (welfare), the role of the states, the Privacy Act, income tax administration, research and statistics, and the Social Security number. An immediate reaction following the report was the introduction in Congress of some 200 bills incorporating the recommendations. This is especially noteworthy inasmuch as only one half of all commissions have any legislation introduced at all. Several of the bills passed. In addition, hundreds of public and private groups also implemented the recommendations voluntarily. (Author/RM)

ED 207 924 SO 013 669

Brown, Lester R.

World Food Resources and Population: The Narrowing Margin.

Population Reference Bureau, Inc., Washington, D.C.

Pub Date—Sep 81

Note—48p.; Photographs and some tables may not reproduce clearly from EDRS in paper copy or microfiche.

Available from—Population Reference Bureau, Inc., 1337 Connecticut Avenue, N.W., Washington, DC 20036 (\$2.00 plus \$0.50 postage on single copies, quantity discounts available).

Journal Cit—Population Bulletin; v36 n3 Sep 1981

Pub Type—Opinion Papers (120) — Collected Works - Series (022)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Developed Nations, Developing Nations, *Food, *Global Approach, Hunger, *Population Growth, *World Problems

This bulletin examines the narrowing margin between global food production and population growth. Between 1950 and 1971, world grain production nearly doubled and per capita production increased 31 percent. During the 1970s, gains in output barely kept pace with population growth, consumption per person declined in sub-Saharan Africa and parts of Asia, food prices were volatile, and over 100 food-deficit countries came to depend

on the exportable surplus of North America, now the only major grain-exporting region. The world fish catch leveled off in the early 1970s and beef production; still dependent mainly on grassland grazing, leveled in the mid 1970s. With little new land left to plow, satisfying increased food demand now depends on sharp increases in yields on existing cropland. Worldwide, this effort is hampered by loss of topsoil and irrigation land, conversion of cropland to nonfarm uses, rising energy costs, inefficient agrarian structures (particularly in the Soviet Union), the falling yield responses to chemical fertilizers in agriculturally advanced countries, and the emerging competition between food and agriculturally based energy crops. Green Revolution successes in some developing countries demonstrate that, given the right inputs, Third World farmers can increase crop yields dramatically. Most important in meeting food needs on a finite planet is slowing population growth. (Author)

ED 207 925 SO 013 670

The Educational System of New Zealand. Education Around the World.

Department of Education, Washington, D.C. Report No.—E-80-14016

Pub Date—81

Note—27p.; Small print throughout document may not reproduce clearly from EDRS in paper copy or microfiche.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (\$2.75, Stock Number 065-000-00042-3).

Pub Type—Opinion Papers (120) — Collected Works - Series (022)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Comparative Education, Continuing Education, *Educational Practices, Educational Trends, Elementary Secondary Education, Foreign Countries, Higher Education, Preschool Education, Teacher Education, Technical Education, Vocational Education

Identifiers—*New Zealand

Education in New Zealand is the topic of this publication. The following topics are discussed: the country and the people, the basic system, preschool education, primary education, secondary education, Maori and Island education, special education, tertiary education, teacher education, continuing education, educational organizations, and recent developments. Education in New Zealand begins with optional attendance at one of two types of preschool institutions: play centers and kindergartens. Primary schooling consists of eight years. There are five levels or grades of secondary education. Pupils must remain in school until the age of 15, which means that most pupils receive at least two years of secondary education. Tertiary educational institutions include technical institutes, community colleges, teachers colleges, universities, and one university-level College of Agriculture. While all these types of institutions are considered "tertiary" from the administrative point of view, this term does not mean that a student must complete the full five years of secondary education in order to be admitted. For example, students may enroll in technical institutes and community colleges upon completing two years of secondary education. State run schools at primary and secondary levels are free. Partial financial assistance to private schools is provided by the state. Many study grants are provided to students for tertiary education. (Author/RM)

ED 207 926 SO 013 672

Culbertson, Frances M.

U.S.S.R.—Children and Schooling.

Pub Date—81

Note—13p.; Paper presented at the Annual Meeting of the American Psychological Association (89th, Los Angeles, CA, August, 1981).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Communism, *Comparative Education, *Educational Practices, Elementary Secondary Education, Foreign Countries, Higher Education, Kindergarten, Relevance (Education), School Psychologists

Identifiers—USSR

This paper discusses Russia's educational system. The major goal of all education in Russia is to train individuals to participate actively in some form of useful work. All educational policy is set by the Communist party. All schools are run by the state and are free. In 1975, ten years of compulsory, free

education was introduced, starting at age seven. Education is provided in either general or polytechnical schools. After eight years of schooling, a student may enter a vocational training school or a specialized school. In 1979, ninety-eight percent of the Soviet students were graduating with a secondary-school education. Entrance level to the university is limited by a selection process. Only 20% of the high school graduates go on to the university. A guarantee to get into the university is to go to the USSR special schools in mathematics, science, or language. These schools admit only two-percent of the school population and are responsible for the growing reputation today of the Russian student as the brightest students in the world of mathematics, languages, and the sciences. As an example of schooling in Russia, the paper then describes the neighborhood kindergarten schools—Detsky Sads. In a Detsky Sad, one is apt to find about 150 children. Much of the learning is activity-oriented. In learning to write, there is a great emphasis in use of the right hand; left handedness is severely discouraged. The role of the school psychologist is discussed. (Author/RM)

ED 207 927 SO 013 673
Ward, B. J.

The Influence of Demographic Factors on TAFE. Occasional Paper Number 2.

South Australian Dept. of Further Education, Adelaide. Research Clearinghouse.
Report No.—ISBN-0-7243-9145-2
Pub Date—Feb 81

Note—73p; Submission to Committee of Enquiry into Education in South Australia. Some of the Figures may not reproduce clearly from EDRS in paper copy or microfiche.

Pub Type—Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Comparative Education, *Continuing Education, *Demography, *Educational Planning, *Enrollment Projections, Futures (of Society), Migration, Population Growth, Postsecondary Education, *Technical Education Identifiers—*Australia

This paper examines the influence of demographic factors on the contemporary South Australian education system, with emphasis on technical and further education (TAFE). Demography is essentially concerned with the study of changes in human populations, of birth rates and death rates, the timing of child bearing, internal migration and international migration. These factors influence the pattern of demand for educational services. Therefore, it is of fundamental importance that educational planners take note of the competent population projections. The bulge in population numbers represented by the "post war baby boom" has now reached adulthood. This age group is beginning to place pressure on the TAFE system. Another observable phenomenon is the increasing intermittent use of TAFE services by adults as they age. In summary, projections indicate that the population aged 30 and over will eventually dominate TAFE enrollments. Enrollments among those less than 30 years of age should be relatively static. Immigration to Australia from a wide range of overseas countries will require that further adjustments be made to the educational programs provided. (Author/RM)

ED 207 928 SO 013 675
Wylie, Mary Lou Parcell, Stanley R.

A Study of Attitude Change in College Classes.
Pub Date—Aug 81

Note—15p; Paper presented at the Annual Meeting of the American Sociological Association (76th, Toronto, Ontario, Canada, August 24-28, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Attitude Change, College Students, Educational Research, Higher Education, *Political Attitudes, *Psychology, *Social Attitudes, Social Problems, *Sociology, State of the Art Reviews, *Student Attitudes

This study sought to determine if two college courses, social problems and psychology, had a liberalizing effect on students' social and political attitudes. A "liberalizing effect" is defined as shifting students' world view and social analysis from an exceptionalistic to a universalistic perspective. The two professors involved in the study intended to liberalize attitudes through their courses by assigning readings which utilize a radical perspective and lecturing primarily from materials with a radical

perspective. A questionnaire on political and social attitudes was administered to 103 students in four classes at a medium sized, state-supported, liberal arts university. The questionnaire tapped several dimensions of liberalism/conservatism: status quo/change; acceptance/criticism of societal arrangements; and whether individuals or society are to blame for social problems. Two sections of Social Problems (Sociology 250) and two sections of Human Growth and Development (Psychology 234) were used. Results showed that students are more liberal at the conclusion than at the beginning of the courses. The sociology students showed a greater liberal change than did the students in the psychology courses. The authors point out that we now need to examine whether these liberal values are still held at later times when the student may not be taking any sociology courses. (Author/RM)

ED 207 929 SO 013 676
Fretz, Bruce R. Stang, David J.

Preparing for Graduate Study in Psychology: Not for Seniors Only!
American Psychological Association, Washington, D.C.

Report No.—ISBN-0-912704-12-8
Pub Date—80

Note—87p.

Available from—American Psychological Association, Inc., 1200 Seventeenth Street, N.W., Washington, DC 20036 (\$8.00).

Pub Type—Guides - General (050)

Document Not Available from EDRS.

Descriptors—Careers, Doctoral Degrees, Graduate Students, *Graduate Study, Guidelines, Higher Education, Masters Degrees, Minority Groups, *Psychology, Student Financial Aid

This book will help faculty advisors and counselors advise students how to plan their graduate programs in psychology effectively and how to make informed choices. The first section discusses the topic "Should I go to graduate school?" An unvalidated graduate school potential test is included. Careers in psychology with master's and doctoral degrees and types of degrees are discussed in the second section. The third section deals with how to prepare for graduate study in psychology. Tips on recommended course selections, getting to know professors, extracurricular activities, and preparing for standardized tests are included. A timetable for choosing and applying to graduate schools is presented in the fourth section. How to choose a graduate school is discussed in section five. Applying to graduate school is the topic of section six. How to make the final choice, preparing the application forms, writing a resume, and getting the letters of recommendation are examples of topics dealt with. Financial aid—fellowships, traineeships, and assistantships—is examined next. The eighth section contains comments for special populations including minority students, women, lesbians and gay men, and returning students. The book concludes with a brief selection on how to succeed in graduate school and a listing of references and suggested readings. (Author/RM)

ED 207 930 SO 013 681
Elam, Stanley M., Comp.

Cream of the Kappa, 1956-1981.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Report No.—ISBN-0-87367-776-5
Pub Date—81

Note—428p.

Available from—Phi Delta Kappa Educational Foundation, Eight Street & Union Avenue, Box 789, Bloomington, IN 47402 (\$7.50).

Pub Type—Books (010) — Collected Works - General (020)

EDRS Price - MF01/PC18 Plus Postage.

Descriptors—Anthologies, Discipline, *Education, Educational Change, *Educational History, *Educational Philosophy, Elementary Secondary Education, Futures (of Society), Leadership, Open Education, School Desegregation, Testing, Urban Education

Identifiers—Criticism

This anthology contains 50 outstanding articles published in the "Phi Delta Kappa" journal over the past 25 years. Topics by which the articles are organized include controversial topics in education, educational change, criticism, leadership, the education profession, British imports (the open classroom and teachers' centers), urban education, discipline, testing, desegregation and Black leadership, solutions to educational problems, and the fu-

ture. Some example of titles of articles follow: The Battle for New York City's Teachers; Should the Teacher Always Be Neutral?; What Are Schools For?; Spreading the Benefits of Accountability; Teacher Evaluation; Letter from an Angry Teacher; Educational Leadership for the Seventies; Educational Change: Its Origins and Characteristics; Teaching Skill Under Scrutiny; Teachers' Centers: A British First; Concepts of Bureaucracy in Urban School Reform; Teaching Sequential Thought: The Cognitive-Skills Approach; How Do the Young Become Adults?; The First Decade of Public School Alternatives; On Clarifying History: A Response to Nathan and Kohl; Future Shock and the Curriculum; and Education for Survival. (Author/RM)

ED 207 931 SO 013 688
Elementary Social Studies. Program Guide.

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.

Report No.—RS-81-1136

Pub Date—Jul 81

Note—176p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Citizenship Education, *Curriculum Development, Educational Objectives, Elementary Education, Global Approach, Guidelines, Resource Materials, Skill Development, Socialization, *Social Studies, Units of Study, Values Education

These guidelines will help Hawaiian teachers and administrators develop and implement elementary social studies programs. The guidelines can be easily used by teachers in other states. There are seven chapters. Chapter one contains an overview of the social studies program in Hawaii. Program objectives, performance expectations, and competencies are presented. The major portion of chapter two describes the social studies curriculum: knowledge, skills and processes, valuing, social participation, citizenship, and global perspectives. A rationale is also presented. Goals of the social studies program are outlined in chapter three. Additional curriculum guidelines are provided in chapter four. These include performance expectations for grades 3 and 6, concepts and generalizations, and scope and sequence. Chapter five deals with instructional development discussing the learning environment, planning and organizing a social studies unit of study, and classroom discussion. Section six contains descriptions of resource materials. The appendices in the concluding chapter contain performance expectations for grades 8, 10, and 12. (Author/RM)

SP

ED 207 932 SP 017 812
Manning, Patricia C. Dziuban, Charles

An Effective Model of In-Service Workshops for Elementary Teachers.

Pub Date—Feb 81

Note—14p; Paper presented at the Annual Conference of the American Association of Colleges for Teacher Education (Detroit, MI, February 19, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Curriculum Development, Educational Needs, *Elementary School Teachers, *In-service Teacher Education, Needs Assessment, *Participant Satisfaction, *Teacher Workshops Identifiers—Florida

After needs assessments were conducted in six Florida school districts, strategies were developed for implementing creative and relevant workshops emphasizing curricular innovations and individualized instruction. Procedures and techniques evolved from 50 workshops given to 1500 elementary school teachers. Among the activities were: multimedia presentations, self awareness demonstrations, brainstorming techniques, and learning center tours. Reactions to the workshops were highly favorable, with positive ratings for the instructor a major component of participant satisfaction. (FG)

ED 207 933 SP 018 116

1980 Nutrition Report. IIEP. Illinois Inventory of Educational Progress.

Illinois State Board of Education, Springfield.

Pub Date—80

Note—31p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Curriculum Development, *Dietetics, Eating Habits, Elementary Secondary Education, Health Education, *Nutrition Instruction, Obesity, *Program Evaluation, *Student Attitudes

This document reports on the results of tests of nutrition knowledge given to a random selection of Illinois students in the fourth, eighth, and eleventh grades. The assessment included questions measuring student knowledge of nutrients, the role of nutrients in the body, food handling principles, the relationship between food intake and the psychological aspects of food, and the importance of a balanced diet. An analysis is presented of the test results, and recommendations are made for improving the nutrition curriculum in the schools. Sample questions designed to reveal student attitudes toward nutrition are presented for each age group with comments on the responses. Concepts such as food groups, obesity, and the relationship between appetite and hunger were troublesome for the fourth graders and some eighth graders. By the eleventh grade, a definite improvement in the ability to identify the nutrient contribution of each food group was evident. Test results indicated that the study of nutrition should be expanded at all levels, and taught with a multidisciplinary approach. (JD)

ED 207 934 SP 018 171

Belcastro, Philip A.

The Coalescence of Philosophy and Process in School Health Education.

Pub Date—79

Note—10p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Creative Thinking, Curriculum Development, *Educational Objectives, Elementary Secondary Education, *Health Education, *Self Determination, *Teacher Influence, Teacher Role, *Values Clarification

For the last two decades, health educators have been laboring at coalescing the philosophical premise and goals of school health education. The focal point of this conflict emerges when proponents claim that health education curricula enhance decision making skills and concurrently require health educators to teach toward specific health-promoting or health-enhancing lifestyles and behaviors. The first step in melding a philosophical premise and process for school health education is to determine whether or not school health education should promote the students' personal evaluation of their health and the health values of others. However, directing students' learning toward a particular health theory risks inaccuracy and indoctrination. A helpful health education process assists students in identifying aspects of health that are potentially harmful or beneficial, thus providing students with an opportunity for personal examination and review of a variety of health data and theories. (Author/FG)

ED 207 935 SP 018 337

Course Syllabus for Grades 9-12, Art. Art I. Henry County Public Schools, Tenn.; Murray State Univ., Ky.

Spons Agency—Office of Education (DHEW), Washington, D.C. Teacher Corps.

Pub Date—80

Note—13p.; For related documents, see SP 018 338 and SP 018 355-356.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Art Appreciation, *Art Education, *Course Descriptions, *Course Objectives, Instructional Materials, Learning Activities, *Minimum Competencies, Secondary Education, Student Evaluation, Teaching Methods, *Visual Arts

Identifiers—Teacher Corps

The syllabus described here is one of over 80 developed and written by teachers in the Henry County School System (Tennessee) for subjects taught in grades 7-12 as part of a Teacher Corps demonstration project. The purpose of the project is to assist students in achieving a minimal compe-

tency in their courses by stating the specific requirements for each course at each grade level. The course outlined here is a one-year beginning art program with sections on: (1) design elements; (2) two-dimensional design fundamentals; (3) organizing and drawing visual images; (4) painting; (5) commercial art; (6) printmaking; (7) ceramics, basketry, and sculpture; and (8) art history. A section on craft techniques is optional. Learning materials are listed, and the student evaluation criteria and methods of reporting to students and parents are described. (FG)

ED 207 936 SP 018 338

Course Syllabus for Grades 10-12, Art. Art 2 + 3. Henry County Public Schools, Tenn.; Murray State Univ., Ky.

Spons Agency—Office of Education (DHEW), Washington, D.C. Teacher Corps.

Pub Date—80

Note—19p.; For related documents, see SP 018 337 and SP 018 355-356.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Art Appreciation, *Art Education, *Course Descriptions, *Course Objectives, Design, Instructional Materials, Learning Activities, *Minimum Competencies, Secondary Education, Student Evaluation, *Visual Arts

Identifiers—Teacher Corps

This course syllabus is one of over 80 developed and written by the Henry County School System (Tennessee) as part of a Teacher Corps demonstration project. These syllabi provide specific descriptions of what is to be learned and at what level the student is expected to perform. The art course described here is available for students who have completed two semesters of art or its equivalent. The time frame for the lesson units is: (1) basic design, five weeks; (2) drawing, three weeks; (3) acrylic and oil painting, five to six weeks; (4) sculpture, three weeks; (5) ceramics, six weeks; (6) printmaking, three weeks; (7) commercial design and graphics, three weeks; (8) textiles and weaving, four weeks; and (9) art history and appreciation, one to two weeks. Unit objectives, student responsibilities, and learning activities are outlined, as well as equipment, media materials, and community resources for additional supplies. The student evaluation procedure is explained, and includes classroom observation, discussion, and tests. (FG)

ED 207 937 SP 018 355

Course Syllabus for Grades 9-12, Music. Chorus (I-IV).

Henry County Public Schools, Tenn.; Murray State Univ., Ky.

Spons Agency—Office of Education (DHEW), Washington, D.C. Teacher Corps.

Pub Date—80

Note—9p.; For related documents, see SP 018 337-338, and SP 018 356.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Applied Music, *Choral Music, *Course Descriptions, *Course Objectives, *Minimum Competencies, *Music Education, Secondary Education, *Singing, Student Evaluation

Identifiers—Teacher Corps

Teachers in the Henry County Public School System (Tennessee) developed and wrote over 80 course syllabi for most subject areas taught in grades seven through twelve as part of a Teacher Corps demonstration project. This syllabus is intended to inform students and parents of the requirements at each grade level of a four-year chorus program. The course objectives and activities are listed, and the time frame for each of the four years is outlined. The music skills and theory to be learned include musical terms, choral techniques, and sight singing. In addition, the student is expected to demonstrate certain abilities to the satisfaction of the teacher, such as the correct use of breath control, and singing in various styles and tonations. The criteria and methods of evaluating students are given. (FG)

ED 207 938 SP 018 356

Course Syllabus for Grades 9-12, Music. Band. Henry County Public Schools, Tenn.; Murray State Univ., Ky.

Spons Agency—Office of Education (DHEW), Washington, D.C. Teacher Corps.

Pub Date—80

Note—10p.; For related documents, see SP 018 337-338 and SP 018 355.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Applied Music, Bands (Music), *Course Descriptions, *Course Objectives, Instructional Materials, *Minimum Competencies, Music Activities, *Music Education, Secondary Education, Student Evaluation

Identifiers—Teacher Corps

Teachers in the Henry County Public School System (Tennessee) developed and wrote over 80 course syllabi for most subject areas taught in grades 7-12 for a Teacher Corps demonstration project. The intent of the project was to inform students and parents of specific requirements in each subject at each grade level. This outline is written for a band course for which the prerequisite is that the student have some playing experience. The course objectives include developing the student's ability to work with a large group and perform increasingly difficult music. By the end of the year, the students should achieve a minimum level of competence in recognizing music vocabulary, the principle forms of music, and the different instruments, and be able to produce a rich, full tone with reasonable facility and accuracy. The course requirements, learning materials, and learning activities are listed, including voluntary and advanced studies. The criteria and methods for student evaluation are reported. (FG)

ED 207 939 SP 018 454

Gilliss, Geraldine Channon

The Relevance of Teacher Education.

Pub Date—May 81

Note—48p.; Paper presented at the World Confederation of Organizations of the Teaching Professions/Canadian Teachers' Federation/National Education Association Regional Conference (Philadelphia, PA, May 15-17, 1981).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Core Curriculum, Declining Enrollment, *Educational Needs, Education Work Relationship, Foreign Countries, Higher Education, Practicums, *Relevance (Education), *School Responsibility, Specialization, *Teacher Associations, Teacher Certification, *Teacher Education, *Teacher Education Curriculum, Teacher Responsibility, Teacher Role

Identifiers—*Canada

Major criticisms of teacher education in Canada reveal the following problems: (1) The time provided for teacher preparation is too short; (2) Programs and faculty are insufficiently oriented to modern research in education; (3) Curriculum design too often reflects teacher educators' interests rather than teachers' needs; (4) Response to the changing roles of teachers and functions of the schools has been too slow and erratic; and (5) Pressures of enrollment decline and inadequate financing distract faculties from accomplishing their mission of improvement of elementary and secondary education. Further demands on teachers and teacher education programs stem from social problems and concerns, extension of the teacher's role, special interest groups, and declining enrollment. Institutional responses to these and other current problems are described. The functions and responsibilities of active teacher associations in various provinces are pointed out as reflecting an attempt to increase the relevancy of teachers' preservice, inservice, and continuing professional education. Suggestions are also made for changing and improving teacher education curriculum in the universities. Appendices present a selective summary of a decade of educational research, teacher education and certification policies of the Canadian Teachers' Federation, and 82 selected references on teacher education. (JD)

ED 207 940 SP 018 469

Edwards, Claudia F. And Others

Tracking Talents: Strategies for Collecting Resources.

Purdue Univ., Lafayette, Ind.; TRIAD Teacher

Center, West Lafayette, Ind.

Spons Agency—Office of Education (DHEW),

Washington, D.C.

Pub Date—81

Grant—G007804712

Note—72p.

Pub Type—Reports - Descriptive (141) — Guides

- Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Community Resources, Education

Service Centers, Elementary Secondary Education,

*Information Needs, *Information Sources,

Inservice Teacher Education, Program Development,

*Teacher Centers, *Teacher Workshops,

*Teaching Skills

Identifiers—TRIAD Teacher Center IN

This booklet contains forms, strategies, and philosophies that have been successfully used at the TRIAD Teacher Center (West Lafayette, Indiana). TRIAD provides resources and services for 1600 elementary and secondary teachers and administrators in three counties. The center is staffed by three professional educators and is governed by a policy board. A program development model shows the inception and planning of workshops from the teachers' expression of need to the policy board's actions. TRIAD "tracks" or collects data on the talents of those who develop, present, evaluate, and participate in TRIAD workshops as well as those who volunteer community contacts, resources, and skills. A section on the collection of human resources describes the strategies developed by TRIAD to solicit professional and nonprofessional talents. One method is a three-stage game which introduces teachers and administrators to the concept of resource and talent sharing. Ideas for using community resources are also presented. The forms for tracking talents and for participant evaluations are provided, with a list of the teacher workshops presented by TRIAD from 1979 to 1981. An annotated bibliography of 54 TRIAD "packets," in subjects such as the fine arts, classroom interaction, gifted education, and teachers as learners, is included. (FG)

ED 207 941 SP 018 477

Ahnell, L. V. Driscoll, Robert

Supervision: A Comprehensive Model.

Pub Date—[81]

Note—10p.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cooperating Teachers, Evaluation

Methods, *Feedback, Goal Orientation, Guidance

Objectives, *Helping Relationship, Higher Education,

*Human Relations, *Interaction,

Preservice Teacher Education, Student Evaluation,

Student Teacher Supervisors, *Supervision,

*Supervisory Methods

Supervision is the application of knowledge, attitudes, and skills through human interaction to provide direction, support, or feedback. Supervision occurs in a specific situation, and, therefore, analysis of the situation may determine the skills and behaviors appropriate to that situation. Supervision is not accomplished through the application of a set of general supervisory behaviors, nor through the utilization of certain social processes to the exclusion of others. If sound theories of supervision are to be developed, specific supervisory situations should be examined and then generalized to logically fit all supervisory situations. Communication and human relations are the two most important elements in a model that was conceived to aid decision making. Use of the model forces the collection of data and the determination of needs in specific supervisory situations. (JD)

ED 207 942 SP 018 577

Roth, Robert A.

A Survey of Teacher Supply and Demand Data

Collection Systems in NASDTEC Central Region States.

Pub Date—Feb 81

Note—27p.; Paper presented at the Winter Meeting of the National Association of State Directors of Teacher Education and Certification (Dallas, TX, February, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Data Collection, *Information

Needs, *Information Sources, *State Surveys,

Teacher Employment, *Teacher Placement,

Teacher Shortage, *Teacher Supply and Demand

Identifiers—*United States (North Central)

The Central Region States of the National Association of State Directors of Teacher Education and Certification (NASDTEC) were surveyed in 1980 regarding their systems for collecting information and their information needs on teacher supply and demand. The 13 states involved were Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, Oklahoma, South Dakota, and Wisconsin. The 17-item survey solicited information on the type of data states collected, areas of teacher education and placement that states were interested in, and methods of information collection. The data indicate that most states were experiencing teacher shortages in special education, science, mathematics, industrial arts, and agriculture. The predominant method of collecting information is through annual surveys of local districts on the status of their professional staff. Many states combine this information with data received from teacher training institutions and state records. Included in this report are tables summarizing the survey response and a copy of the survey instrument. (FG)

ED 207 943 SP 018 580

Grossman, George C.

A Comparison of the Effectiveness of Student

Teachers Who Have Had Extensive Early Field

Experience With Those Who Have Not.

Central Washington Univ., Ellensburg.

Pub Date—Feb 80

Note—83p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Competency Based Teacher Education,

*Field Experience Programs, Higher Education,

Practicums, Preservice Teacher Education,

Program Evaluation, *Student Characteristics,

*Student Evaluation, *Student Teachers,

*Teacher Effectiveness, *Teaching Experience

This study compares the relative performance of Central Washington University student teachers who chose to participate in extended field experiences with that of student teachers who preferred the regular course of study, which featured fewer and later field experiences. The regular course, Option A, was a campus-centered program which included twenty credits of course work on campus, a four credit, four week practicum in the public schools, and a sixteen credit, one quarter student teaching experience. Option B provided an additional practicum for approximately one-half day for one quarter. Option C provided a full quarter, full-time practicum prior to student teaching. Student performances were evaluated by supervisors who had student teachers from each option. Supervisors rated performance on twelve characteristics and skills. This report presents, in tabular form, the ratings of overall performance of each option group and comparisons of performance in specific characteristics and skills in specific subject areas. The results of this study indicate that extensive early field experience did not result in more successful student teaching performance. In fact, the group in Option A, with the least field experience, performed the best. These results are analyzed, and recommendations are made for future studies. (JD)

ED 207 944 SP 018 635

Rutherford, William L.

A Study of the Effects of Various Interventions in

a Two-Year Implementation Effort. Procedures

for Adopting Educational Innovations Program.

Texas Univ., Austin. Research and Development

Center for Teacher Education.

Pub Date—Apr 79

Note—32p.; Paper presented at the Annual Meeting

of the American Educational Research Association

(San Francisco, CA, April 11, 1979).

Pub Type—Speeches/Meeting Papers (150) — Reports

- Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adoption (Ideas), Attitude Change,

Behavior Change, Change Agents, *Change

Strategies, Discipline, *Educational Innovation,

Intervention, Junior High Schools, *Program Implementation,

Research Utilization, Teacher Attitudes,

*Teacher Behavior, *Teacher Response

This paper reports on a two-year study of a junior high school that was attempting to implement a new

approach to student discipline. The study investigated the kinds of interventions that occurred during the two years and how the influence of these interventions were perceived by teachers. Implementing the new discipline plan involved university courses, workshops, and the participation of a change facilitator at the school. Data was obtained from individual and group interviews, an Intervention Questionnaire, and through an ethnographer. Among the findings were that changes in teachers seem to result from an accumulation of interventions, and that, when teachers do change, they usually perceive it to be of their own initiative. Changes in teachers' feelings and attitudes seem to precede any change in their use of an innovation. It was also found that, if the change process is to be most effective, interventions should be directed toward individuals. Analyses of data are presented and followed by specific recommendations for individuals who are responsible for managing educational change. (Author/JD)

ED 207 945 SP 018 652

Harris, Patelle G. And Others

The QUEST Concept: A Handbook on Planning

and Implementation.

Baltimore City Public Schools, Md.

Pub Date—80

Note—36p.; Project QUEST was funded by the Elementary

Secondary Education Act, Title IV.

Pub Type—Reports - Descriptive (141) — Guides

- Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Change Strategies, *Educational Environment,

*Inservice Teacher Education, *Program Implementation, School Attitudes,

Secondary Education, *Secondary School Teachers,

*Staff Development, *Teacher Morale,

Teacher Workshops, Teaching Conditions

Project QUEST (Quarters for Utilizing Educational Services for Teachers) was developed in 1976

for the Frederick Douglass High School in Baltimore, Maryland. Its purposes were to strengthen

staff abilities, enrich the school program, and improve

the working and learning climates of the school, which were suffering from low staff morale.

QUEST was staffed by Douglass teachers, who planned and organized activities for the three years

of the projects' duration. A resource center, called

"the Place," was established, and arrangements

were made for implementing various types of sessions

to suit faculty needs and schedules. Ongoing

documentation, dissemination, and evaluation

activities were vital to the project. The significant

effects of QUEST included improved teacher and

student morale and the provision of a frequently-

used forum for professional growth. This report includes

a plan for the development and

implementation of a school-based teacher education

program in chart form, giving suggested activities,

personnel involved, and methods. Appendices provide

examples of flyers and forms, lists of QUEST

activities from 1976 to 1979, and a QUEST newsletter.

(FG)

ED 207 946 SP 018 653

Pesaeu, Bruce A. Orr, Paul G.

Second Annual Academic and Financial Study of

Teacher Education Programs in Senior State

Universities and Land-Grant Colleges. 1978-

1979.

Association of Colleges and Schools of Education in

State Universities and Land-Grant Colleges.

Pub Date—Mar 81

Note—84p.

Pub Type—Reports - Research (143) — Numerical/

Quantitative Data (110)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Class Size, College Credits, College

Faculty, Degrees (Academic), Financial Needs,

*Financial Policy, Graduate Study, Higher Education,

*Land Grant Universities, *National Norms,

Productivity, *Program Budgeting, Resource

Allocation, *State Universities, *Teacher Education

Programs, Teacher Salaries, Teaching Load,

Validated Programs

The academic productivity and financial status of

59 teacher education programs in state universities

and land-grant colleges were determined through

surveys completed in summer 1979. Data were

provided on 210 variables in the major categories of:

(1) accredited programs; (2) faculty, faculty load,

and salaries; (3) budgets and Full Time Equivalent

(FTE) staffing; (4) academic productivity by level;

and (5) degrees conferred by level. Tabular presentations

of data accompany discussions on each of the

variables. Included in the discussions of these variables are: (1) average class size; (2) weighted credit hour productivity per FTE faculty; (3) cost per semester credit hour and weighted semester credit hour; (4) cost per FTE student by level; (5) mix of academic productivity; and (6) program complexity factors. Data indicate that the funding of major state and land-grant universities continues to be deficit, and it is recommended that the teacher education profession define the minimum standard of funding as has been done in other professional disciplines. (Authors/JD)

ED 207 947 SP 018 657

Weaver, W. Timothy. And Others

The Contest for Educational Resources. A Dynamic Theory of Equity. Final Report.

Boston Univ., Mass. School of Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Oct 80

Note—213p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Economically Disadvantaged, *Educational Attainment, Educational Finance, *Educationally Disadvantaged, Educational Policy, *Educational Resources, *Educational Status Comparison, Elementary Secondary Education, Equal Education, Family Characteristics, Public Education, *Resource Allocation, *Socioeconomic Status

This study examines the persistent gap in educational attainment and resources between the children of the rich and the children of the poor. Three areas are studied: (1) the causal relationships producing a relatively constant gap in resource allocations and educational attainment (years of schooling) which favors the advantaged; (2) why this pattern of distribution has been impervious to government efforts to increase equal educational opportunities and equal social benefits for the poor; and (3) the likely impact of current policy initiatives promoting educational equity. Section one of the study presents an overview of the problems under consideration. Section two outlines the values and group interests that are at stake in the contest for educational resources. Section three presents data on "who" (i.e., what social groups) wins in the contests for educational resources, where winning is indicated by higher levels of educational attainment. Section four describes systematic patterns of educational resource allocations. Section five presents the outline of a dynamic model for simulating resource allocation and the factors that contribute to the educational systems' documented distribution of resources and benefits. Section six, "Policy Testing," describes the procedures and results of preliminary testing of the model. Figures and tables present data on educational resource allocations and their effects on educational attainment. Appendices present figures obtained from the preliminary testing of the model, model equations, definitions of terms, and over 700 references. (JD)

ED 207 948 SP 018 658

Ravizza, Kenneth. Rotella, Robert

Cognitive Somatic Behavioral Interventions for

Maximizing Gymnastic Performance.

Pub Date—Apr 81

Note—29p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation and Dance (Boston, MA, April 13, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Anxiety, *Athletes, *Behavior Modification, *Coping, Exercise Physiology, *Gymnastics, Individual Power, Patterned Responses, Performance Factors, *Relaxation Training, *Self Control, Stress Variables, Student Reaction

Psychological training programs developed and implemented for gymnasts of a wide range of age and varying ability levels are examined. The programs utilized strategies based on cognitive-behavioral intervention. The approach contends that mental training plays a crucial role in maximizing performance for most gymnasts. The object of the training is to make athletes increasingly aware of interaction between their minds and bodies and to become skilled at self-management. Early emphasis is placed on increasing awareness, sensitivity, and recognition of anxiety, arousal, and tension in response to potentially stressful situations. Cognitive

and somatic skills are taught, including thought stoppage, counter arguments, self-talk, imagery, relaxation, breath control, and concentration improvement techniques. A description is given of methods by which an in-depth perspective may be obtained on how gymnasts manifest anxiety, and how they attempt to cope with it. A discussion is given on stress management and confidence development through relaxation training. (JD)

ED 207 949 SP 018 663

Lezotte, Lawrence W.

Effective Teacher Training and Urban School

Improvement.

Pub Date—Jun 80

Note—22p.; Paper presented at the Workshop Series "Strategies for Urban School Improvement" sponsored by the Bureau for School Improvement in cooperation with the Educational Forum Branch of the Horace Mann Learning Center (June 10, 1980).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Change Strategies, Educational Improvement, Higher Education, Inservice Teacher Education, Preservice Teacher Education, Program Development, Relevance (Education), *Success, *Teacher Effectiveness, *Teacher Improvement, Teaching Experience, Teaching Methods, *Urban Schools

Effective training for teachers in urban schools should begin from and be based upon an analysis of teacher work success. The major steps in the development of a success-based teacher training program (both preservice and inservice) are: (1) locate the educational settings where successful teacher practices are evident; (2) study the teachers instrumental in providing the desired outcomes; (3) analyze and synthesize the data; (4) develop training processes for the skills and knowledge needed; and (5) conduct followup evaluations. Two fundamental assumptions of this "backward planning model" are that the criteria for judging teacher work success can be agreed upon and that applications of the success criteria can yield positive results. Other suggestions for improving preservice teacher education are that teacher education curricula should build on students' prior knowledge and should be tailored to round out teacher candidates' preparation. Increased attention should be given to group instruction for the prospective teachers' sense of efficacy. Inservice teacher education programs should be treated quite separately from preservice, since the challenges and contextual realities are different. Effective inservice training is organized around as many teachers as possible within an individual school and demands considerable commitments of time and dedication. (FG)

ED 207 950 SP 018 697

Davis, Diane J. Silvermail, Jean M.

Levels and Types of Curriculum and Instructional

Design Skills Presently Offered in Pennsylvania

Teacher Education Programs.

Pub Date—Apr 81

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Competency Based Teacher Education, *Curriculum Design, Higher Education, *Instructional Design, *Minimum Competencies, *Preservice Teacher Education, Program Effectiveness, State Standards, Statewide Planning, Teacher Education Curriculum, *Teaching Skills Identifiers—*Pennsylvania

The present state of curriculum and instructional design skills in Pennsylvania preservice teacher education programs was examined. Data were collected from self-studies conducted by 14 public and private teacher education institutions in Pennsylvania. The types and levels of curriculum and instructional design skills taught in each program were examined. It was assumed that all of the teacher education programs had an objectives-based curriculum. Among the types of skills critical to curriculum design were goal analysis, content selection and analysis, and identification of terminal objectives. The skills associated with instructional design included identifying and sequencing enabling objectives, selecting optimal testing points, and preparing instructional materials and events.

Little consistency was found across the programs in the types or levels of skills included, or in the levels of required performance. It was found that less than one out of four competencies on the elementary school level, and less than one out of ten on the high school level, required teachers to have curriculum or instructional design skills. Of the total skills analyzed, instructional design skills represented 76 percent, and curriculum design 24 percent. It is recommended that a standard set of minimum competencies in instructional and curriculum design be developed and implemented and that a standard format and specific guidelines for self studies be developed for use by teacher education institutions in Pennsylvania. (FG)

ED 207 951 SP 018 718

Eade, Gordon E. Peake, Ronald E.

Promoting Classroom Teacher Research.

Pub Date—[80]

Note—10p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Action Research, *Classroom Research, *College School Cooperation, Elementary Secondary Education, *Graduate Study, *Inservice Teacher Education, Research Skills, Research Utilization, Rural Schools, School Community Relationship

Identifiers—Teacher Corps

A cooperative effort by the Teacher Corps, the University of West Florida, the Okaloosa School District Teacher Center and community members resulted in a graduate program for 34 elementary and secondary teachers at a rural school. This program was created after a self-study of a local school and the surrounding community indicated that school community cooperation, student motivation, student performance, and discipline policies could be improved. The two-year academic program was designed to provide experiences and activities through three major avenues: (1) core courses in such areas as multicultural education and classroom management; (2) seminars or independent study geared to individual needs; and (3) action research projects conducted around an individual's chosen area of specialization. The core courses were completed during the first year, after which participants identified specific areas of community, school, classroom, and personal needs to be studied. University advisors provided group instruction and assistance in action research skills. A research seminar was held during the first year to refine the participants' organization and strategy skills through group discussion. Forty completed projects were presented by the researchers at a colloquium, an event that will occur annually in an effort to motivate and institutionalize classroom research. (FG)

ED 207 952 SP 018 720

Peters, Richard

Teaching Students to be Proactive Change Agents

in a Global Age: A New Direction for Preservice

and Inservice Teacher Education.

Pub Date—Aug 81

Note—25p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Change Agents, *Citizen Role, Community Resources, Elementary Secondary Education, *Environmental Education, Futures (of Society), *Global Approach, Social Action, *Social Studies, Teacher Education, *Teaching Methods

A proactive individual can perceive, research, evaluate, and act upon a problem in a manner that is responsible to both himself and to the society. The development of proactive students requires changes in teacher training strategies. Teachers must behave as "directors" and not "dictators" of student learning, and curricula must be changed to reflect future studies concerns as well as the present. One instructional strategy which has proven to be helpful in nurturing proactive behavior is the Human and Environment Learning Program (HELP). HELP exposes students to global environments and to related problems using a model with three processes: perception, thought pattern, and action. Another approach can be found in the creation of Global Horizons, a program for the teaching of those elements of environmental education and social studies which help the student to understand and to perceive his relationship to other people and to the world. Global education should be an effort to cultivate in young people a perspective of the world which emphasizes the interconnections among cul-

tures, species, and the planet. Opportunities should be expanded for preservice and inservice teachers to train in this area. (CJ)

ED 207 953 SP 018 749

Brown, Faith
Five "R's" for Middle School. Strategies for Teaching Affective Education in the Schools.

National Middle School Association, Fairborn, Ohio.

Pub Date—Aug 80

Note—54p.

Available from—National Middle School Association, P. O. Box 968, Fairborn, OH 45324 (\$2.50).
Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adolescents, Class Activities, *Humanistic Education, *Individual Development, *Interpersonal Competence, Leisure Time, Life Style, *Middle Schools, Positive Reinforcement, Program Development, Self Actualization, *Socialization, *Student Teacher Relationship, Teamwork, Values Clarification
Identifiers—*Homerooms

This monograph offers a rationale for including affective programs in middle schools and outlines one such program. This "homeroom program" is based on the generally accepted idea that young adolescents need to develop emotionally and socially as well as intellectually. These students have a need to understand themselves and others and to learn to interact with their peers as well as with their parents and teachers. This program is different from the traditional homeroom that meets only occasionally to carry out routine school business. It is, instead, a period of structured time, (ideally every day) into which are built activities that stress the development of more effective interpersonal skills. The mechanics of developing such a program are discussed, and the roles of participants (teachers, administrators, counselors, students, and parents) are described. Ways of implementing the program are presented. (JD)

ED 207 954 SP 018 753

Lam, Rebecca

Personality Characteristics and Learning Style

Preferences of Allied Health Students.

Pub Date—[80]

Note—18p.; Best copy available.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Allied Health Occupations Education, Allied Health Personnel, *Career Choice, *Cognitive Style, College Students, Curriculum Design, Higher Education, *Job Satisfaction, *Personality Traits, Student Attitudes, *Student Characteristics, Teaching Methods

Identifying personality types and learning style preferences of students and professionals in the allied health professions can aid college students in academic achievement and in career decision making. A literature review regarding personality types and learning style preferences of students enrolled in various allied health fields is presented. Research using the Myers-Briggs Type Indicator (MBTI) to determine personality characteristics has been performed in allied health professions. The MBTI identifies four bipolar personal preferences: extraversion-intraversion; sensing-intuition; thinking-feeling; and judging-perceiving. This provides a system for classifying individuals according to one of sixteen personality types. Examples are offered of personality profiles of students and their relationship to choice of field in the health professions. In assessing learning styles, an inventory is demonstrated that includes six dimensions of learning preferences: abstract; concrete; individual; interpersonal; student-structured; and teacher-structured. Differences and similarities in learning styles among these students are pointed out. Suggestions are made for using these measurements for matching students' preferences and personalities to assure greater academic and career success. (JD)

ED 207 955 SP 018 754

Ginsberg, Rick Melnick, Curtis C.

Report of Summer, 1980 Workshop. Roosevelt University/Chicago Board of Education Teacher Corps Project.

Chicago Board of Education, Ill.; Roosevelt Univ., Chicago, Ill.

Pub Date—81

Note—49p.; For related documents, see SP 018 757-758.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Change Strategies, *Educational Environment, Inservice Teacher Education, Mainstreaming, *Problem Solving, Program Development, Program Evaluation, School Community Relationship, *Summative Evaluation, *Teacher Workshops

Identifiers—*Teacher Corps

An overview is presented of the planning, activities and evaluation of a Teacher Corps summer workshop held in Chicago in 1981. Participants in the fifteen-day workshop were faculty and administrators from the Hyde Park Career Academy and Dumas Elementary School, community council members, and Teacher Corps interns. The purposes of the workshop were to provide an opportunity for participants to work together on the identification and solution of school-related problems, and to produce plans of action to guide the collaborative efforts of Teacher Corps staff and school and community persons to reach the overall school improvement goals of the Teacher Corps. Participants gave high ratings to the small-group, task-oriented approach. (JD)

ED 207 956 SP 018 757

Ginsberg, Rick, Ed. Melnick, Curtis C., Ed.

Resource Papers Monograph. Roosevelt University-Chicago Board of Education Teacher Corps Project.

Chicago Board of Education, Ill.; Roosevelt Univ., Chicago, Ill.

Spons Agency—Office of Education (DHEW), Washington, D.C. Teacher Corps.

Pub Date—81

Note—60p.; For related documents, see SP 018 754 and SP 018 758.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Administrator Attitudes, *College School Cooperation, *Community Attitudes, Educational Environment, Elementary Secondary Education, Inservice Teacher Education, *Program Evaluation, School Cadres, Staff Development, *Teacher Attitudes, *Teacher Workshops

Identifiers—*Teacher Corps

This resource monograph represents the collective efforts of individuals involved in all facets of the Roosevelt University Teacher Corps Project. The project goals were fostered through bi-monthly community council meetings, summer workshops, multicultural education conference, and a variety of other activities. Articles and reports are presented from project staff members, the community council, teachers and administrators in participating schools, and Teacher Corps interns. The purpose of the monograph is to disseminate successful practices and programs generated by the project, and to provide an opportunity for self-evaluation on the part of project members. (JD)

ED 207 957 SP 018 758

Asser, Elliot And Others

A Description and Evaluation of the 1979 Summer Training Workshop. Roosevelt University and the Chicago Board of Education Teacher Corps Project—Program 78.

Chicago Board of Education, Ill.; Roosevelt Univ., Chicago, Ill.

Spons Agency—Office of Education (DHEW), Washington, D.C. Teacher Corps.

Pub Date—80

Note—155p.; For related documents, see SP 018 754 and SP 018 757.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Educational Environment, Elementary Secondary Education, Group Dynamics, Inservice Teacher Education, Mainstreaming, *Program Evaluation, *School Community Relationship, *School Role, Special Education, Student School Relationship, *Teacher Workshops

Identifiers—*Teacher Corps

A report is given of a fifteen-day summer work-

shop sponsored by the Teacher Corps. The workshop was held in Chicago, Illinois and involved faculty from the Hyde Park Career Academy, Dumas Elementary School, representatives from the Community Council, and interns from the Teacher Corps Member Training Institute. The focus of the workshop was on improving the school climate. Both large and small group sessions were held, involving a total of 37 participants. Large group seminars were devoted to group dynamics, multicultural education, and general principles of special education. In the small group sessions, discussions were held on record keeping for teachers, beliefs and values, extra-curricular activities, communications, and reading. An overview is presented of the activities of the workshop and the evaluations offered by the participants. The appendix contains sample worksheets and materials used in the workshop. (JD)

ED 207 958 SP 018 769

Boston, Bedford D., Ed. Kingsford, Steve, Ed.

Field Agency in Teacher Centers. (The concept of the agricultural extension agent applied to teacher centering in the United States).

Southeast Idaho Teacher Center Consortium, Twin Falls.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jun 81

Note—29p.; Paper presented at the National Teacher Centers Conference (Washington, DC, June 24-27, 1981).

Pub Type—Speeches/Meeting Papers (150) — Collected Works - General (020) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Change Agents, Change Strategies, Consortia, *Diffusion, Field Studies, *Information Dissemination, Information Needs, Inservice Teacher Education, Linking Agents, Mobile Educational Services, *Problem Solving, *Regional Programs, Rural Schools, School Districts, *Teacher Centers

The directors of 12 teacher centers describe their experiences as field agents, in multifaceted roles such as catalysts, solution-givers, facilitators, resource linkers, coordinators, or trainers. Ways that the teacher centers have offered help to schools and to teachers are outlined. The directors believe that change is made first on an individual level, and last on an institutional basis. Included are reports from: (1) Bethel-Eugene-Springfield Teacher Center (Eugene, Oregon); (2) Franklin County Teacher Center (Columbus, Ohio); (3) Northwest Mississippi Teacher Center (Senatobia); (4) Pittsburgh Area Center for Teachers (Pittsburgh); (5) Project RISE (Regional In-Service Education), (Cochester, Connecticut); (6) School Resource Network (Ventura, California); (7) Southeast Idaho Teacher Center Consortium (Twin Falls); (8) Southern New Jersey Regional Teacher Center (Glassboro); (9) Southern Piedmont Educational Consortium Teacher Center (Albemarle, North Carolina); (10) TRIAD Teacher Center (West Lafayette, Indiana); (11) Washington West Resource Center (Waitsfield, Vermont); and (12) Wood County Area Teacher Center (Bowling Green, Ohio). (FG)

ED 207 959 SP 018 782

Turner, Bobbie Porter, Ed. And Others

Preparing Regular Educators for New Responsibilities in Educating Handicapped Children. A Guide to Implementation Strategies for Policy-makers.

National Association of State Boards of Education, Washington, D.C.

Spons Agency—Office of Special Education (ED), Washington, D.C.

Bureau No.—451BH00017

Pub Date—81

Grant—G007801683

Note—155p.

Pub Type—Reports - Descriptive (141) — Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Administrator Education, Attitude Change, Change Strategies, Educational Policy, Elementary Secondary Education, *Mainstreaming, *Program Implementation, School Responsibility, *Statewide Planning, Stress Variables, Teacher Attitudes, *Teacher Education

This collection of papers addresses significant issues related to the training of general educators to prepare them for the education of handicapped students in regular classrooms. Authors make specific

recommendations for policymakers as they consider effective inservice and preservice programs. Papers are presented on the following topics: (1) an overview of special education personnel development for general educators; (2) response of educators to Public Law 94-142; (3) state leadership in educational personnel development; (4) options for action by state board members to improve the preparation of educational personnel; (5) inservice training; (6) preservice training programs for teachers and administrators; (7) comprehensive personnel and program development in exceptional student education through a partnership between institutions of higher education and state boards of education; (8) delivery of quality inservice education; and (9) strategies for overcoming major inservice problems. (JD)

ED 207 960 SP 018 809
Bird, Patrick J. Gansner, Bruce M.
The Preparation of Schools to Meet the Physical Education Requirements of P.L. 94-142.
Pub Date—[79]
Note—22p.

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Access to Education, *Adapted Physical Education, Compliance (Legal), Disabilities, *Educational Quality, Elementary Secondary Education, Equal Education, *Mainstreaming, Mild Mental Retardation, Physical Education, Physical Education Facilities, *Principals, *Special Education Teachers, *Teacher Attitudes
Identifiers—*Virginia

The findings reported represent the major portion of an extensive statewide needs assessment of physical education for the handicapped in Virginia. Questionnaires were sent to school principals, physical educators, and special educators in 1,076 elementary, junior, and senior high schools. The survey revealed that the educable mentally retarded, learning disabled, and trainable mentally retarded account for most of the handicapped students participating in regular physical education. While school personnel feel that physical education is important for the well-being of the handicapped, appropriate physical education is not provided. Although most handicapped students participate in physical education, few have access to special physical education classes or an adapted physical education specialist. Facilities, equipment, and the size and training of the staff restrict the establishment of appropriate physical education for the handicapped. Most teachers but less than half of the principals believe funds should be increased to improve services for the handicapped. Few principals give a high priority to hiring an adapted physical education specialist. (Author/JD)

ED 207 961 SP 018 851
Horak, Willis J. Roubinek, Darrell L.
Advancing Teacher Education Programs: Their Effect on Selected Students' Attitudes.
Pub Date—[81]
Note—15p.

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Attitude Change, Classroom Techniques, Discipline, Education Majors, *Field Experience Programs, Higher Education, *Individual Differences, *Intermode Differences, Learning Processes, Preservice Teacher Education, Socialization, *Student Attitudes, Student Teacher Relationship, *Teacher Effectiveness, Teacher Role, Teaching Methods
This study analyzed the effects of different teacher education programs on students' attitudes about classroom management, student trust, and teacher discipline. Data was collected from 81 preservice elementary education majors who were participating in three different teacher education programs. Eight factors were used as the basis for attitude analysis: (1) societal and social influences on discipline; (2) student responsibilities in school; (3) influences on disciplinary options; (4) teacher respect and order; (5) student classroom behavior; (6) school rules enforcement; (7) student punishment; and (8) teacher preparation and planning. The programs differed in the amount of field experience and the types of classroom settings for the field experiences. Beliefs of students in the program with the least amount of field experience changed the most, in a student centered direction. Beliefs of students in the other two programs became more custodial on many of the factors analyzed. The results indicate that total attitude structure about global

topics such as management, discipline, and trust differ, and that there may not be one "best" teacher education program. Careful consideration must be given to students' prior attitudes and attitude structures when changes in teacher education programs are planned. (Authors/JD)

ED 207 962 SP 018 856
Haberman, Martin
The Influence of Selected Societal, University, and School Conditions on the Preparation and Practice of Teachers.
Pub Date—81
Note—35p.

Pub Type—Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Beginning Teachers, Education Majors, *Education Work Relationship, *Preservice Teacher Education, Professional Recognition, Teacher Burnout, *Teacher Educators, *Teacher Responsibility, Teacher Role, *Teaching Conditions, *Work Attitudes

An unresolved dilemma in teacher education is the organizational dislocation that occurs between the setting in which teachers are educated and those in which they are expected to practice. College students are conditioned to be independent and self-interested, while beginning teachers are expected to conform to and support their school system. In the university setting, students can receive misleading impressions about teaching that influence their career choice, expectations, and teaching behavior. They see the prerequisites and esteem accorded to educators, as well as the fact that society holds individual teachers largely unaccountable for students' inadequacies. When beginning teachers face the problems of daily classroom existence, sooner or later they come to the painful realization that they are not functioning as special, well-educated professionals in management, but as bureaucratic functionaries. Three conditions in the teacher educator setting shape teachers into professionals or simply job-holders: the means for evaluating pupils; the nature of the school curriculum; and the definition of the teacher's work. Teacher educators and school practitioners should share a common vision regarding these elements of their profession, so that the dichotomy between the university and school setting can be transcended. (FG)

ED 207 963 SP 018 860
Redman, George L.
Effects of Human Relations Training on Intellectual and Moral Development.
Pub Date—[80]
Note—19p.

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cultural Pluralism, *Education Courses, Education Majors, Higher Education, Humanistic Education, *Human Relations Programs, *Intellectual Development, *Measurement Techniques, *Moral Development, Preservice Teacher Education, Self Actualization, *Sensitivity Training, Values Clarification

An assessment is made of selected outcomes of an undergraduate human relations course in the teacher education program at Hamline University (St. Paul, Minnesota). The program was comprised of two basic structural elements: 35 hours of large-group instruction and 25 hours of field experience in a public school. Course content was designed to encourage open consideration of various perspectives on human relations issues in a pluralistic society. The processes used in the course were intended to provide an environment that would contribute to moral and intellectual growth. To measure levels of development in moral and intellectual reasoning, pre- and post-tests were given to the human relations students and to a control group of general education students. Answers given to the Perry Written Essay Instrument and to the Defining Issues Test (an objective test offering options to the solution of moral dilemmas) revealed a significant gain in intellectual reasoning in both groups, but a slight decline in the moral reasoning of human relations students. In analyzing results, consideration is given to the effect of real-life situations encountered by the students during the 25 hours of field experience. Research results are discussed, and questions are raised on fully understanding the possible outcomes of human relations training. Recommendations are offered for future research into the subject as well as into the methodology used to assess the outcomes of such courses. (JD)

ED 207 964 SP 018 879
Boucher, Robert L.
Leadership is Everybody's Business: Insights Into Sport Situations.
Pub Date—Jun 81

Note—32p.; Paper presented at the Canadian Association for Health, Physical Education and Recreation Conference (Victoria, British Columbia, June, 1981).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Athletic Coaches, Cooperation, Decision Making Skills, Goal Orientation, Incentives, *Interaction, *Interpersonal Competence, *Leadership Qualities, Maturity (Individuals), Participant Satisfaction, Problem Solving, *Supervisory Methods

Sport and athletic environments provide evidence that the characteristics of the situation in which a leader is found are closely linked to the degree of success that the leader will enjoy. Four situational or "contingency" theories attempt to delineate the relationship between leadership style and effective results: (1) Fiedler's Contingency Model explored whether very lenient leaders (in evaluating their associates) are more or less likely to lead an effective, high-producing group than leaders who are highly demanding. Discriminating leader attitude was associated with high group performance when the situation was either highly favorable or unfavorable; (2) House's Path-Goal theory of leadership describes how leaders affect the path-goal perceptions of subordinates and emphasizes subordinate motivation and satisfaction as the basis for successful leadership; (3) In Vroom and Yetton's Prescriptive Model, effective problem solving and decision-making skills on the part of the leader are seen as essential; and (4) Hersey and Blanchard's Situational Leadership Theory examines the relationship between the level of maturity of followers and effective leadership styles. (JD)

ED 207 965 SP 018 887
Gould, Jewell C.
Salary Trends for Teachers: Survey and Analysis.
American Federation of Teachers, Washington, D.C.
Pub Date—Aug 81

Note—80p.
Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Contract Salaries, Economic Status, *Family Financial Resources, *Financial Needs, Needs Assessment, Statistical Analysis, Teacher Associations, *Teacher Salaries, Teacher Welfare, Teaching (Occupation), *Trend Analysis

This report is intended to be a reference document to assist local unions in developing their own analyses. It encourages comparison of teachers' salaries to the salaries of other workers and provides some insights as to how the basic needs of members are being met by the compensation available. Tables provide information on: (1) current teacher salary levels; (2) scheduled teacher salaries for the 1980-81 school year based on contracts negotiated by American Federation of Teacher locals; (3) salary levels for non-teaching occupations and groups; (4) teachers' salaries and financial needs; and (5) the Consumer Price Index. Resources for further information are included as well as examples of formulas for calculating salary levels using the Consumer Price Index. A sample salary analysis worksheet is attached. (JD)

ED 207 966 SP 018 888
Friedman, Myles I. And Others
Improving Teacher Education. Resources and Recommendations.
Pub Date—May 80

Note—304p.
Available from—Longman Inc., 19 West 44th Street, New York, NY 10036 (\$22.50).
Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055) — Books (010)
Document Not Available from EDRS.

Descriptors—Change Strategies, *Competency Based Teacher Education, Demonstration Programs, Formative Evaluation, Higher Education, *Organizational Objectives, *Problem Solving, *Program Development, Program Improvement, *Teacher Education Curriculum, *Teacher Education Programs, Teacher Educators, Teacher Effectiveness, Teaching Methods

This book has a threefold purpose. First, it pro-

vides a problem-solving framework for comprehensively analyzing and attacking current weaknesses in both pre- and in-service teacher education. Next, it explains how this approach can be applied by providing concrete examples of procedures and products appropriate to each of three problem-solving stages: identifying problems, designing solutions, and testing and achieving solutions. Finally, it demonstrates the use of this approach at the macro level for implementing comprehensive pre- and in-service programs, as well as at the micro level in facilitating individual professional growth. The appendices contain sample forms for collecting and evaluating information on teacher education programs, and a comprehensive bibliography on selected reference texts. (JD)

ED 207 967

SP 108 894

Bailey, Gerald D.

Teacher Self-Assessment: A Means for Improving Classroom Instruction. Analysis and Action Series.

National Education Association, Washington, D.C.
Pub Date—81

Note—74p.

Available from—NEA Distribution Center, Sawmill Road, P.O. Box 509, West Haven, CN 06516 (Stock No. 1687-4-00; \$5.95).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Body Language, *Classroom Techniques, Educational Media, *Evaluation Methods, Individual Characteristics, Nonverbal Communication, Self Concept, *Self Evaluation (Individuals), Teacher Attitudes, *Teacher Behavior, Teacher Effectiveness, *Teacher Evaluation

Teacher self-assessment is defined as "the process of self examination for the purpose of instructional self-improvement". Seven steps to teacher self-assessment, a series of interlocking strategies, are intended to help both experienced and beginning teachers identify and improve classroom teaching behavior. Although they represent a total approach to instructional improvement, the seven steps can also serve as individual strategies. They are as follows: (1) gaining a philosophic overview; (2) using media; (3) identifying basic teaching behaviors of set and closure; (4) identifying verbal cues in self assessment; (5) identifying nonverbal cues; (6) planning instructional behaviors with means-referenced objectives; and (7) using observation forms. The origins of teacher self-assessment, definitions of the concept, and research on the topic are also discussed. A bibliography based on the seven steps is provided. (JD)

ED 207 968

SP 108 895

Blue, Terry W.

The Teaching and Learning Process (with Emphasis on Identification). Analysis and Action Series.

National Education Association, Washington, D.C.
Pub Date—81

Note—75p.

Available from—NEA Distribution Center, Sawmill Road, P.O. Box 509, West Haven, CN 06516 (Stock No. 1687-4-00; \$5.95).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Course Content, Group Dynamics, *Instructional Design, *Interaction, *Learning Processes, Self Evaluation (Individuals), Student Motivation, *Student Teacher Relationship, Teacher Behavior, Teacher Characteristics, *Teaching Methods

The interaction of teacher, learner, content, and instruction is the process of teaching and learning, a single activity. The theoretical and the practical elements of this process are examined in the context of a model that explains the key elements of the process: identification, prescription, application and evaluation. These elements are analyzed with special emphasis on the identification phase. In the course of this examination, self-exploration exercises are provided. A bibliography directs teachers to more comprehensive sources of information. (JD)

ED 207 969

SP 108 896

Report of the National Inquiry into Teacher Education.

National Inquiry into Education, Canberra (Australia).

Spons Agency—Australian Dept. of Education, Canberra.

Report No.—ISBN-0-642-05088-0

Pub Date—Aug 80

Note—299p.

Pub Type—Reports - Evaluative (142) — Reports - Research (143)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—*Educational Assessment, *Educational Objectives, Educational Practices, Futures (of Society), Government School Relationship, Higher Education, National Surveys, *Program Improvement, *Public Policy, Schools of Education, *Teacher Education, Teacher Effectiveness, Teacher Supply and Demand

Identifiers—*Australia

Based on national interviews and public discussions, this report to the Australian Department of Education contains recommendations for the future direction of Australian teacher education as well as information on present methods and procedures. The history and social context of education in Australia are presented in introductory chapters, followed by sections treating teacher education as continued professional development, the nature of inservice, preservice, and induction practices, the role of teacher educators and institutions, manpower planning, and research in teacher education. Among the recommendations are: (1) increased cooperation between all educational entities; (2) a required core of preservice studies consisting of subject disciplines, pedagogy, research methods, and practical experience; (3) the provision of at least five days of inservice education outside of school hours each year; (4) more comprehensive orientation procedures for beginning teachers; and (5) the establishment of a national advisory body to initiate, monitor, and review teacher education developments. Estimated costs for implementing the procedures are given in a concluding statement. (FG)

ED 207 970

SP 108 903

Feiman, Sharon. Floden, Robert E.

A Consumer's Guide to Teacher Development.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Report No.—IRT-RS-94

Pub Date—Jul 81

Contract—400-79-0055

Note—36p.

Available from—Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 (\$3.00).

Pub Type—Reports - Research (143) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Cognitive Development, *Developmental Stages, Educational Research, Inservice Teacher Education, *Maturity (Individuals), Postsecondary Education, *Professional Development, Self Actualization, Student Needs, Teacher Behavior, Teacher Centers, *Teacher Characteristics, Teacher Education, Teacher Improvement

Three approaches to teacher education, each of which is characterized as "developmental" are examined. The first evolved from research developed at the Research and Development Center for Teacher Education at the University of Texas at Austin, and is based on a formulation of stages teachers pass through as they gain teaching experience. Identified as "stages of concern", this approach focuses upon the teacher's progress from concern for survival, through mastery of teaching tasks, to concern about their impact on pupils' learning. The second approach, based on theories of cognitive development resulting from research at the University of Minnesota, advocates emphasizing adult development and maturity as one key to increased teacher effectiveness. Higher stages of development are seen as involving greater complexity and differentiation of function enabling the individual to cope with a greater variety of situations in teaching. The third approach, known as "a developmental style of inservice", is largely the work of practitioners. Teachers' centers offer a contemporary expression of this orientation. For each approach an analysis of recommended goals and

strategies is offered, and a critique of its justification is presented. (JD)

ED 207 971

SP 108 904

Floden, Robert E. Feiman, Sharon

Problems of Equity in Developmental Approaches.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Report No.—IRT-RS-91

Pub Date—Jul 81

Contract—400-79-0055

Note—24p.

Available from—Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 (\$2.50).

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bias, *Developmental Stages, Educational Diagnosis, *Educational Objectives, *Equal Education, Higher Education, *Independent Study, *Learning Readiness, *Learning Theories, Teacher Education, Teaching Methods

The adoption of developmental approaches could reinforce or aggravate certain inequities in schools. Three developmental practices embody potentially harmful inclinations: (1) the tendency to adopt the end state of a developmental theory (such as Kohlberg's) as an educational goal, thereby imposing a restrictive model of learning on culturally diverse students; (2) a too literal commitment to readiness as a basis for deciding when to teach certain topics, denying some students opportunities that are given to others who are deemed more advanced; and (3) an overemphasis on student choice and self-directed learning, with the consequent abnegation of teacher responsibility for student learning. Prospective teachers who are taught to use the developmental approaches may uncritically apply them in situations where students' cultural background, race, or sex should suggest independent planning and decision-making. Advocates of the developmental approach have the responsibility to warn teachers and teacher educators of the pitfalls in applying developmental theories. (FG)

ED 207 972

SP 108 907

Johnston, John M.

First Year Teachers: Perceptions of Changes.

Pub Date—Sep 81

Note—29p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Attitude Change, *Beginning Teachers, *Classroom Techniques, Discipline, Peer Relationship, *Self Concept, Self Esteem, Stress Variables, Student Teacher Relationship, Teacher Attitudes, Teacher Effectiveness, Teacher Orientation, Teacher Response, *Vocational Adjustment

This study sought to describe how first-year teachers perceived ways in which they had changed during the school year. Subjects of the research were 13 first-year teachers at the elementary, junior and senior high school levels. Data were gathered during two structured, tape-recorded interviews: one between mid-March and mid-April, and the second at the close of the school year in June. These two interviews were the fourth and fifth respectively in a series of five such structured interviews which began before the first day of classes of the school year. Four topics were explored: (1) first year teachers' perceptions of changes in relationships with others in the work environment; (2) perceptions of changes in planning and organization for instruction, and in the instruction process itself; (3) perceptions of changes in ability to tolerate and respond to student misbehavior; and (4) perceptions of changes in ability to succeed as a teacher. Descriptions are given of the gradual changes of attitudes on these topics as expressed by the teachers over the period of their first teaching year. Their responses become more similar toward the end of the year, and reflected growing confidence in their ability to teach. (JD)

ED 207 973 SP 018 908

Bristow, Page S. Farstrup, Alan E.
Reading in Health/Physical Education/Recreation Classes.

National Education Association, Washington, D.C.
Pub Date—81

Note—73p.

Available from—NEA Distribution Center, Academic Building, West Haven, CT 06516 (Stock No. 3206-3-00; \$6.95).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Content Area Reading, Elementary Secondary Education, *Health Education, *Physical Education, *Reading Diagnosis, *Reading Instruction, Reading Materials, *Reading Skills, *Recreation, Study Skills, Visual Aids, Vocabulary Skills

This publication presents insights and instructional ideas to aid teachers of health, physical education, and recreation in developing student reading abilities. Informal diagnostic techniques such as the Cloze procedure, group reading inventory, and teacher-formulated tests are explained. An inventory for assessing student attitudes and interests is suggested. Also described are techniques to overcome difficulties with technical vocabulary, including identifying and preteaching difficult words, developing the use of context clues, and providing adequate reinforcement through word games and crossword puzzles. The reading comprehension process is explored, and practical applications of word association tasks and classification activities are outlined. A section on developing study skills treats difficulties in following directions, interpreting visual aids such as graphs, charts, and diagrams, and applying sound study techniques. Criteria used in selecting instructional materials are discussed, taking into consideration the difficulty level, interests, and suitability for students. Sources of free and inexpensive materials are listed. (FG)

ED 207 974 SP 018 910

Verabioff, Lorne J.
Five to One Student Teaching Experience.

Pub Date—[79]

Note—16p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cooperating Teachers, *Feedback, Higher Education, Master Teachers, Microteaching, *Peer Evaluation, Role Models, *Student Teacher Ratio, *Student Teaching, Teacher Behavior, Teacher Supervision, Teaching Experience, Teaching Methods

The traditional model for student teaching is based on a one-to-one relationship between the student teacher and the supervising teacher. However, by providing interaction with only one individual, the possibility for varied practice and feedback is limited. A model is proposed in which five student teachers work with one supervising teacher. The underlying philosophy is that a wider variety of interaction, evaluation, and feedback is possible with both peer observation and supervision by a master teacher. This model was put into practice for a period of three months with five selected students and their supervising teacher working together to strengthen specific behaviors and skills previously agreed upon. Student and teacher evaluations of the experiment suggested that more teaching time be allocated to the student teachers, and that the initial weeks be highly structured. It is concluded that while the concept of more than one student teacher under the direction of a supervising teacher is workable and can be successful, a student-teacher ratio of three to one would be more effective than that of five to one. (JD)

ED 207 975 SP 018 913

Woolever, Roberta

What do Teachers Really Want?: Sex-Role Stereotyping and the Elementary Classroom Teacher.

Spons Agency—Bureau of School Systems (DHEW/OE), Washington, D.C.

Pub Date—[74]

Note—18p.; Research was conducted in cooperation with Project Equality, which was supported by a Title III (ESEA) Planning and Operational Grant.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Attitude Change, Elementary Education, *Elementary School Teachers, Personality Traits, Sex Role, *Sex Stereotypes, *Social Attitudes, *Social Values, *Teacher Attitudes

A sex-role stereotype questionnaire, consisting of 38 bipolar personality trait items and regarding appropriate careers and social roles for men and women, was administered to 82 elementary teachers who volunteered to complete it. Teachers were instructed to describe their ideal female and male adult. This study sought to determine if teachers, following the general tendency, would value stereotypic masculine traits more highly than feminine traits, and perhaps reinforce in their students a view of society that accepts a double standard for male and female behavior. It was expected that the teachers would not stereotype by sex, but would describe both male and female ideals as characterized by the 27 socially valued masculine stereotypic traits and the 11 socially valued feminine stereotypic traits. Using an established measure of sex-role stereotyping, the teachers described ideal adult males and females as being alike on 37 of the 38 traditionally sex-specific bipolar personality traits. The profile of an ideal adult emerged as more androgynous than sex-stereotyped. The study suggests that some teachers have begun to question the rigid sex-role stereotypes which have been a persistent feature of the culture. (JD)

ED 207 976 SP 018 926

Masoner, Paul H., Ed. Klassen, Frank H., Ed.
Analytical Case Study of the Korean Educational Development Institute. Final Report.

American Association of Colleges for Teacher Education, Washington, D.C.; Pittsburgh Univ., Pa. Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.

Pub Date—79

Contract—AID/ta-BOA-1378

Note—694p.

Pub Type—Reports - Research (143) — Reports - Evaluative (142)

EDRS Price - MF04/PC28 Plus Postage.

Descriptors—Change Agents, Compulsory Education, Curriculum Development, Delivery Systems, *Developing Nations, *Educational Assessment, Educational Media, Foreign Countries, Operations Research, *Organizational Development, *Research and Development Centers, Self Evaluation (Groups), *Summative Evaluation, Teacher Education

Identifiers—*Korean Educational Development Institute

The Korean Educational Development Institute (KEDI) is an independent, autonomous, and government-funded educational research and development center. Initially founded for the purpose of developing a comprehensive and systematic reform of education in Korea following the Korean War, KEDI has assumed far-reaching responsibilities. Included among these are: population education, air and correspondence studies at the secondary school level, teacher training research, industrial arts and vocational technical education skill learning, Seamaul education (the community movement), informal and nonformal education programs, instructional and educational radio and television, women's studies, and educational policy studies. This case study of KEDI documents its origins and early development, reviews and analyzes the planning operations of the first two years, and reports on three years of study and analysis, as well as on an assessment of progress and the provision of continuous feedback to KEDI administration and staff. Chapters discuss: (1) an overview of KEDI; (2) the setting for educational reform in Korea; (3) the origins of the KEDI; (4) KEDI management, organization, and operations; (5) the Elementary-Middle School Development Project; (6) educational broadcasting; (7) teacher education; (8) cost analysis of the Elementary-Middle School Project; (9) the evolution of a comprehensive national educational research and development institute; and (10) a plan for self-assessment at KEDI. (JD)

ED 207 977 SP 018 947

Lawrence, Roy E.

Certification Standards for Professional School Personnel. Revised July 1, 1981.

Idaho State Dept. of Education, Boise.

Pub Date—Jul 81

Note—54p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Administrators, *Educational Certificates, Pupil Personnel Workers, School Nurses, *School Personnel, Special Education

Teachers, *State Standards, *Teacher Certification, Teacher Education, *Teacher Qualifications Identifiers—*Idaho

Idaho statutes require that all individuals who have direct responsibility for instruction, personnel services, or administration in elementary or secondary schools, and who receive their salaries from public funds, must be certified by the Idaho State Board of Education before being employed. In this revised version of the certification standards for school personnel in Idaho, the following areas are covered: (1) legal requirements; (2) revocation of certificates; (3) requirements for teacher certification; (4) elementary and secondary teaching certificates; (5) general endorsements for teaching certificates; (6) subject area endorsements for secondary teachers; (7) administrator's certificate; (8) pupil personnel services certificate; (9) the standard and advanced exceptional child certificate and administrative exceptional child endorsement; (10) limited certificates; (11) certificates no longer issued; (12) general information; and (13) vocational educators' certificates. (JD)

ED 207 978 SP 018 958

Denemark, George, Ed. And Others

Toward a Research Base for the Least Restrictive

Environment: A Collection of Papers.

Kentucky Univ., Lexington.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date—Jan 81

Grant—G007801072

Note—168p.; For related documents, see SP 018 172 and SP 018 554.

Pub Type—Reports - Descriptive (141) — Collected Works - Serials (022)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Classroom Techniques, Crisis Intervention, Cultural Differences, Elementary Education, *Functional Literacy, Individualized Education Programs, *Individualized Instruction, *Mainstreaming, Mastery Learning, Minimum Competencies, Program Evaluation, Student Behavior, Teacher Attitudes, *Teacher Education, *Teacher Effectiveness, Values, Writing Instruction

The eight papers in this compendium were commissioned from faculty and staff members to provide a research and theoretical base for selected components of a University of Kentucky report on a teaching experience involving mainstreamed elementary school children. That experience was reported in "Perspectives of an Ivory Tower Realist," a monograph written by Catherine V. Morsink. Authors are from the University's Departments of Curriculum and Instruction, Educational Psychology and Counseling, Social and Philosophical Studies, Special Education, and the Office of the Dean. Educating handicapped children in the least restrictive environment was the theme of all of the papers, which reflected components of the knowledge base in one or more of four areas: teaching basic skills; classroom management; individualized instruction; and professional values. Articles are included on: (1) educational program evaluation: an overview of data based instruction for classroom teachers; (2) individualizing instruction in the mainstreamed classroom: a mastery learning approach; (3) the relationship between teacher attitudes and values in mainstreaming the minority child; (4) a model for reading instruction of children with learning disabilities based on functional literacy; (5) teaching spelling and writing skills in the mainstreamed elementary classroom; (6) crisis intervention: behavior management of mildly handicapped children in a mainstreamed setting; (7) mainstreaming: implications for regular teachers and special education teachers from research in general classroom management; and (8) values, cultural diversity, and classroom practice: the dilemma of unfulfilled expectations. (JD)

ED 207 979 SP 018 961

Minimum Requirements for State Certificates.

Revised August 1, 1980.

Illinois State Board of Education, Springfield.

Pub Date—Aug 80

Note—31p.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrator Qualifications, Bilingual Education, Elementary Secondary Education, Pupil Personnel Workers, *State Standards, Substitute Teachers, Teacher Aides, *Teacher

Certification, *Teacher Qualifications, *Teacher Transfer, Teaching Experience, Transfer Policy, Vocational Education

Identifiers—*Illinois

This booklet sets forth the standards established by the state of Illinois for certification of school personnel. Application procedures for certification by transcript evaluation and for individuals with foreign credentials are described. Important dates for changes in certification requirements are noted. Also described is the possible waiver of additional student teaching for teachers with successful teaching experience. Certification requirements are detailed in the areas of: (1) elementary education; (2) high school; (3) area of specialization; (4) early childhood education; (5) provisional (including vocational) education; (6) substitute teaching; (7) adult education; (8) school services; (9) administrative services; and (10) transitional bilingual education. Procedures for appeals, application, and teacher aide approval are also presented. (JD)

ED 207 980 SP 018 962
A Manual of Procedures for Approving Illinois Teacher Education Institutions and Programs. Revised Edition, 1980.

Illinois State Board of Education, Springfield.

Pub Date—80

Note—22p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Accreditation (Institutions), Compliance (Legal), Evaluation Criteria, Higher Education, *Institutional Evaluation, Preservice Teacher Education, *Program Evaluation, Program Implementation, *Program Validation, *Schools of Education, State Departments of Education, *State Standards, Teacher Certification

Identifiers—*Illinois

This manual sets forth the standards, criteria, and procedures used in the process of recognizing teacher education institutions and approving teacher education programs in Illinois. Section one provides a description of the recognition and approval process, while section two presents the standards for institutional recognition and the criteria for program approval to be used in assessing new and continuing institutions and programs. Eligibility and standards for consortium approval are also described in section two. Section three outlines the procedures for institutions wishing to be recognized as teacher education institutions. Section four is applicable to institutions seeking approval of an amended or new program and to institutions entering into new programs under a consortium arrangement. The final section describes the periodic review process for teacher education institutions in Illinois. (JD)

ED 207 981 SP 018 964
Laws Applicable to Standard I of the Experimental Revised Standards for Accreditation.

Kentucky State Dept. of Education, Frankfort.

Pub Date—[79]

Note—69p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Accreditation (Institutions), *Administrative Policy, Admission Criteria, *Board of Education Policy, Career Education, Compulsory Education, Elementary Secondary Education, Ethical Instruction, Expulsion, Graduation Requirements, Private Schools, Public Schools, Special Education, *State Legislation, *State Standards, *Teacher Employment, Textbook Selection, Transfer Policy, Tuition

Identifiers—*Kentucky

This publication outlines the revised state statutes and administrative regulations governing the schools in Kentucky. These standards are mandatory for retention of accreditation by elementary and secondary schools, both public and private. The Kentucky Revised Statutes cover the following areas: (1) selection of instructional materials; (2) special education; (3) admission requirements; (4) school discipline; (5) moral instruction; (6) attendance requirements; (7) employment of school personnel; and (8) school facilities. The Kentucky Administrative Regulations (KAR) set forth requirements to be met in the hiring of teachers, contract obligations, and teacher salaries. Also contained in the KAR are the duties and responsibilities of district boards of education, qualifications

and responsibilities for the transportation of students, school health guidelines, and program criteria for specific special education needs. Also included are Kentucky State Board of Education resolutions and policies on minority race history, metric instruction, character education, physical fitness, and unwed mothers. (JD)

ED 207 982 SP 018 969
McBeath, Marcia Carter, Delores
Staff Development Program Evaluation—Application of a Peer Supervision Program.

District of Columbia Public Schools, Washington, D.C.

Pub Date—Aug 81

Note—17p.; Paper presented at the Annual Convention of the American Psychological Association (Los Angeles, CA, August 26, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Classroom Observation Techniques, *Evaluation Methods, Inservice Teacher Education, *Lesson Observation Criteria, Observation, *Peer Evaluation, Program Evaluation, *Teacher Evaluation, *Teacher Supervision

This paper describes attempts to evaluate whether teachers who had participated in a staff development program could apply what they had learned in a controlled, specific situation significantly better than teachers who had not had the training. The program under evaluation provided training in peer supervision and evaluation. Test results covering knowledge of the techniques taught in the program showed significant gains by participants. Questionnaires and monitoring reports indicated that teachers did use the peer supervision methods learned through the project. An attempt is being made to develop and standardize an instrument to ascertain application of strategies taught in the course. A major revision of the evaluation procedure was in using a 16mm film instead of a videotaped lesson for the peer supervision participants to evaluate, with structured sections of a response form measuring three areas—observation, analyses, and conferences. Recommendations for future revision of the testing and evaluation procedures include: (1) pretraining staff members in scoring techniques; (2) requiring more specific statements from participants; and (3) measuring concurrent and predictive validity of the instrument from field observation. (JD)

ED 207 983 SP 018 971
Essentials of a Quality Elementary School Physical Education Program. A Position Paper.

American Alliance for Health, Physical Education, Recreation and Dance, Washington, D.C. National Association for Sport and Physical Education.

Pub Date—81

Note—19p.

Available from—AAHPERD Publications Department, P. O. Box 870, Lanham, MD 20706 (Stock Number 245-25022; \$1.50).

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Childhood Needs, Curriculum Design, *Educational Principles, *Educational Quality, Elementary Education, *Equal Education, *Movement Education, *Physical Education, Physical Education Facilities, *Program Effectiveness, Program Evaluation, School Role, Teacher Education, Teacher Effectiveness

The purpose of the statements in this pamphlet is to assist school personnel and community leaders in determining focus and direction as they develop programs of physical education for elementary school children. An underlying principle in all of the statements is that physical education is an integral part of the total educational program. To become a fully functioning individual, the child needs many opportunities to participate in well-conceived and well-taught learning experiences in physical education. Brief positions are offered on the following topics: (1) the child; (2) the teacher; (3) teacher preparation and staff development; (4) instructional programs; (5) evaluation; (6) organization and administration; (7) equipment and facilities; and (8) school-related programs. Reflected in the positions are principles in federal legislation on equity for all children regardless of race, creed, sex, or handicapping condition. (FG)

ED 207 984 SP 018 978

King, Jean A. And Others

Evaluation Utilization: A Bibliography.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—81

Contract—NIE-G-80-0082

Note—28p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Educational Planning, *Educational Research, *Evaluation Criteria, Evaluation Methods, *Evaluative Thinking, Followup Studies, *Information Utilization, Program Evaluation, *Research Utilization, Testing

This bibliography cites 326 references on the use of evaluation information and results. References include dissertations, journal articles, ERIC documents, books, and other papers. Both published and unpublished works, the majority of which were written after 1970, are cited. A special list of ten recommended readings is separate from the bibliography because of their quality and comprehensive scope. Whenever possible, ERIC or University Microfilms accession numbers are provided for the works. (Authors/JD)

ED 207 985 SP 018 979

Minaya-Rowe, Liliana

On Designing and Implementing Bilingual-Bicultural Teacher Education Programs. First Year Report: 1980-1981.

Connecticut Univ., Storrs. School of Education.

Pub Date—Sep 81

Note—42p.; An earlier version of this report was presented at the Annual International Bilingual Conference of the National Association for Bilingual Education (10th, Boston, MA, June, 1981).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Bilingual Education, Bilingual Teachers, *Competency Based Teacher Education, Degree Requirements, Graduate Study, Higher Education, Interdisciplinary Approach, *Multicultural Education, *Teacher Education, *Teacher Education Curriculum

Identifiers—University of Connecticut

The Area of Emphasis in bilingual-bicultural education at the University of Connecticut (Storrs) began in September 1981, offering masters', sixth year, and doctoral degree programs. Its goals are to address the needs of limited- and non-English speaking students in bilingual classrooms by preparing teachers, teacher trainers, curriculum specialists, researchers, evaluators, and administrators to serve in the development and implementation of bilingual programs. Prerequisites for the program include bilingual proficiency in English and any other minority language spoken in Connecticut, and experience teaching or providing services to programs with bilingual or bicultural clientele. The programs are composed of the following units: (1) a core section of eight courses in bilingual-bicultural education; (2) socio-cultural foundations of education; (3) training in language and linguistics; (4) research methodology, field experiences, and dissertation for doctoral candidates; and (5) two chosen areas of specialization as minors. Competency categories were developed, including emphasis on pedagogy, teacher preparation and supervisory skills, linguistic ability, cultural knowledge, parent and community involvement, evaluation and testing, and research. Among the ongoing and future projects of the department are a recruitment and dissemination plan, research on hierarchies of needs in bilingual education, and establishment of an annual conference at the University. (FG)

ED 207 986 SP 019 025

State Approved Teacher Education Programs in

New Jersey Colleges and Universities.

New Jersey State Dept. of Education, Trenton. Bureau of Teacher Certification and Academic Credentials.

Pub Date—Jul 81

Note—49p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Accreditation (Institutions), Degrees (Academic), *Educational Certificates, Higher Education, *Schools of Education, *State Standards, *Teacher Certification, *Teacher Education Programs

Identifiers—*New Jersey

This booklet lists the programs offered at New Jersey colleges and universities which have state approved teacher education programs. Information given for each institution includes subject areas of the programs, their degree status, and the date of latest evaluation. The on-site evaluations are based on the National Association of State Directors of Teacher Education and Certification Standards. Also included is information on the accreditation status of each institution, and whether non-degree certification programs are offered. (JD)

TM

ED 207 987 TM 810 405

Reckase, Mark D.
Tailored Testing, Measurement Problems and Latent Trait Theory.

Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Pub Date—Apr 81
Contract—N00014-77-C0097

Note—17p; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Los Angeles, CA, April 14-16, 1981).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement Tests, Aptitude Tests, *Computer Assisted Testing, Item Banks, *Latent Trait Theory, *Test Construction, *Testing, Testing Problems, Test Reliability, Test Validity
Identifiers—*Tailored Testing

This paper has shown the advantages of tailored testing over traditional methods, the need for latent trait theory in the application of tailored testing, and some of the results available to show the quality of estimates obtained by tailored testing procedures. Since the tailored testing procedures overcome many of the problems with traditional methods, such as restrictive time limits, inappropriate item difficulty and poor testing environments, the procedures are argued to be an important new method for estimating levels of achievement and aptitude. This method requires the capabilities of the modern computer for implementation and procedures for item pool linking, item selection for each individual, and scoring procedures that can be used when each person gets tests composed of different items and of different lengths. Although tailored testing procedures have been developed based on traditional item analysis methods, testing has become an elegantly simple procedure when based on latent trait theory. Item pool linking, item selection, and test scoring are easily accomplished through the use of item characteristic curve models. The empirical research results using tailored testing are still somewhat limited, but what results do exist show the promise of the procedure. (Author/BW)

ED 207 988 TM 810 569

1981 Local Option Testing Manual. Wisconsin Pupil Assessment Program.

Wisconsin State Dept. of Public Instruction, Madison, Div. for Management and Planning Services.
Report No.—WSDPI-Bull-1192

Pub Date—81
Note—33p.

Pub Type—Guides - General (050)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Standards, *Criterion Referenced Tests, Economics, *Elementary Secondary Education, Mathematics, Norm Referenced Tests, *Performance, Reading, Sampling, Scores, *State Programs, *Testing Programs, Writing (Composition)

Identifiers—*Wisconsin Pupil Assessment Program
The Wisconsin Pupil Assessment Program is a testing service which provides the State of Wisconsin with: (1) a measure of student performance in selected academic areas by developing objective-referenced tests in reading, mathematics, economic understanding, and writing; (2) a comparison of Wisconsin public school students to the rest of the nation in mathematics, reading, and language by administering a standardized norm-referenced test; and (3) a description of student scores over a period of years by reporting annually trends in performance on the above-mentioned tests. Further, the service allows public and private schools who voluntarily use its products and processes to administer the objective-referenced tests used for purposes of statewide assessment. An overview of these

statewide tests is provided and the test objectives in mathematics, reading, writing, and economic understanding are listed. All tests are identified with specific grade levels, but they can be administered at other levels. A general discussion on whether to test all students or select a random sample is given. Guidelines for the setting of performance standards for test objectives are provided and five methods which might be used are described. (AL)

ED 207 989 TM 810 617

Caulley, Darrel Dowdy, Irene
Evaluation Case Histories as a Parallel to Legal Case Histories.

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—NWREL-24

Pub Date—Sep 79
Note—71p.

Pub Type—Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Case Records, *Court Litigation, *Evaluation Methods, *Models, Program Evaluation

Identifiers—*Case Histories, *Case Law, Legal Precedents

What is the nature and function of case law in our legal system? How are legal case histories used to establish precedent and to assist in the application of legal principles to specific cases? These and other questions are addressed in this examination of the potential of using a basic case structure in educational evaluation similar to that used in American law. Evaluation case histories might be valuable as examples of how to do evaluations, as precedents, or as a means to accumulate knowledge and experience about evaluation. The differences between an evaluation report and an evaluation case history are outlined: an evaluation case history would be shorter, more accessible, written for the practicing evaluator, and would provide explanation and justification for the evaluator's action. An evaluation case history should include the procedural history, the facts of the case, the issues, the conceptual principles, and the decision. (Author/BW)

ED 207 990 TM 810 643

Assessments of Performance in Teaching Field Study Instrument.

South Carolina Educator Improvement Task Force, Columbia, S.C.

Pub Date—Jul 81
Note—28p.

Pub Type—Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Beginning Teachers, Classroom Communication, Classroom Observation Techniques, *Classroom Techniques, *Field Studies, *Lesson Observation Criteria, Lesson Plans, Minimum Competencies, *Student Teachers, Teacher Attitudes, *Teacher Evaluation, Teaching Methods

Identifiers—*Assessments of Performance in Teaching, South Carolina

The Assessments of Performance in Teaching (APT), presented here, is a classroom teacher performance evaluation procedure mandated by the South Carolina Legislature for all student and first year teachers, and will be implemented in 1982. Aiming to measure minimal competence, the instrument addresses five performance dimensions: planning; instruction; classroom management; communication; attitude. Each dimension is measured through eight to eleven dichotomous (yes/no) observational statements, selected through a content validity survey of South Carolina educators as being essential observable and relevant indicators of teaching competence. The teacher is allowed to prepare specific lessons which enable him to demonstrate ability to perform at such levels; the lessons are then observed on three occasions by different observers. The assessment is a composite of the three observer ratings. Each skill required by every dimension must be satisfactorily demonstrated to successfully complete the APT. Teacher demographic information, observation schedules, observation data, and lesson plans are documented on specially designed data collection sheets. As a result of the field test, standards will be validated or revised before final implementation. (Author/AEF)

ED 207 991 TM 810 644

Stone, James C., Ed. James, Raymond A., Ed.
Qualitative Evaluation.

California Council on the Education of Teachers, Berkeley, Calif.

Pub Date—81
Note—141p.

Journal Cit—California Journal of Teacher Education; v8 n1 Win 1981

Pub Type—Journal Articles (080) — Opinion Papers (120)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Evaluation Methods, History, Literary Criticism, Perception, *Program Evaluation, Scientific Methodology

Identifiers—Objectivity, Paradigm Shifts, *Qualitative Research, Quantitative Research, Twin City Institute for Talented Youth MN

"Qualitative evaluation" is the theme of this issue of the California Journal of Teacher Education. Ralph Tyler states that evaluation is essentially descriptive, and using numbers does not solve basic problems. Martha Elin Vernazza examines the issue of objectivity in history and its implications for evaluation. She posits that the decisive factor in achieving "objectivity" is the investigator's professional competence in the use of critical judgment. John W. Ratcliffe discusses some recent paradigm shifts in scientific thought, and presents some methodological guidelines for evaluation that are congruent with these shifts. Mark St. John distinguishes between seeing what is happening and one's image of what is happening. Rebecca Zwick and Leonard A. Marascuolo review the evaluation of the Twin City Institute for Talented Youth, and show how it would have been improved with their own quantitative approach. Elliot W. Eisner describes the methodology of educational connoisseurship and educational criticism and illustrates its application. Bruce Joyce and Robert N. Bush describe the California Staff Development Study; and James C. Stone describes an evaluation of Mele-Maat, a British primary school in the New Hebrides. (BW)

ED 207 992 TM 810 646

Rosario, Jose Love, John M.

Evaluations of Bilingual Programs: Examples of the Reproductive Functions of Evaluative Research. Bilingual Education Paper Series, Vol. 4 No. 7.

California State Univ., Los Angeles. National Dissemination and Assessment Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Feb 81
Note—35p; Revision of a paper presented at a forum on Ethnoperspectives in Bilingual Education Research (Eastern Michigan University, Ypsilanti, MI, April, 1979).

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Bilingual Education, Early Childhood Education, *Evaluation Methods, Policy Formation, Program Design, *Program Evaluation, Spanish Speaking

Identifiers—*Bilingual Programs, *Evaluation Utilization, *Project Head Start

Using the American Institutes for Research (AIR) Report (1978) and evaluation of the Head Start Bilingual/Bicultural Curriculum Project by Juarez Associates as contrasting examples of bilingual research, the authors suggest a new direction for policy research in bilingual education oriented towards examining all factors affecting such policy formation within the larger relational nexus. To provide a context for the discussion, the Head Start Strategy for Spanish Speaking Children and the plans for the evaluation of its curriculum development component are described. An outline of the purpose and the design of the evaluation project follows. This involves not only the administration of tests to measure the impact of program objectives, but the collection of data to illustrate the nature and extent of program implementation over time, which can then be used to determine the feasibility of implementing the curriculum models at other sites; and collection of qualitative observation and change data over time for use as outcome data. The reproductive function this evaluation is likely to serve is then exemplified by drawing attention to how evaluative research can be used to legitimate social action programs. Future directions are also discussed. (Author/AEF)

ED 207 993 TM 810 650

Dominguez, Domingo. And Others
Measuring Degree of Implementation of Bilingual Education Programs: Implications for Staff Development and Program Evaluation. Bilingual Education Paper Series, Vol. 4 No. 5.
 California State Univ., Los Angeles, National Dissemination and Assessment Center.
 Spons Agency—Office of Education (DHEW), Washington, D.C.
 Pub Date—Dec 80

Note—67p.; Paper presented at the Meeting of the National Association for Bilingual Education (Anaheim, CA, April, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Bilingual Education, Elementary Secondary Education, *Evaluation Methods, Formative Evaluation, *Program Evaluation, *Program Implementation, Questionnaires, Spanish Speaking, *Staff Development
 Identifiers—*Concerns Based Adoption Model, Levels of Use of the Innovation, Stages of Concern Questionnaire

An approach to designing diagnostic/prescriptive staff development programs for bilingual education, in which bilingual education is viewed as an innovation in the process of change, was explored. The aims were to: provide a method for defining bilingual programs in progress and determining the degree of implementation; determine teacher concerns; determine the levels of use of such programs; and draw conclusions from study results to aid in staff development for bilingual education programs. The Concerns Based Adoption Model (CBAM), designed to conceptualize and facilitate educational change, provided the framework within which an investigation of bilingual programs in four school districts was conducted. CBAM postulates two dimensions along which individuals grow as their familiarity with and use of an innovation increases: Stages of Concern About the Innovation and Levels of Use of the Innovation. Two questionnaire and interview instruments developed by CBAM, supplemented by two additional instruments to obtain more specific information regarding teachers' concerns about bilingual education programs in their district and patterns of the programs' use, were used in the study. Results indicate that, with modifications, CBAM can be used by school districts to improve the effectiveness and productivity of their bilingual education programs. (Author/AEF)

ED 207 994 TM 810 654

Stromquist, Nelly P.
Study of the Career Intern Program. Task D Final Report, Volume I. A Comparison of Implementation Issues in YEDPA Programs.
 RMC Research Corp., Mountain View, Calif.
 Spons Agency—National Inst. of Education (ED), Washington, D.C.
 Report No.—RMC-RR-UR-477
 Pub Date—May 81
 Contract—400-78-0021

Note—78p.; For related documents, see CE 929 925-930.

Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Comparative Analysis, *Dropouts, *Nontraditional Education, Program Administration, *Program Implementation, Secondary Education, Student Participation, *Work Experience Programs

Identifiers—*Career Intern Program, *Youth Employment and Demonstration Projects Act
 Five Youth Employment and Demonstration Program Act (YEDPA) programs are compared with the Career Intern Program (CIP) (an alternative high school program aiming to prepare dropouts, and those likely to abandon school, for employment) in terms of emphasizing issues related to program implementation. The YEDPA programs selected for comparison upon the basis of shared characteristics were: the Youth Incentive Entitlement Programs, Youth Community Service, Exemplary in School, School to Work, and Job Corps. An overview of these is given in Chapter II. The findings of the quantitative and qualitative analytic approach used to examine various client and administration related issues are described and synthesized, and factors accounting for the findings explored. Chapter III compares the following client

related implementation variables one at a time across the programs: demographic and sociological characteristics, local labor market; participation incentives; entrance requirements and eligibility; perceptions of program prestige and stability. The administration related issues compared in the following chapter include: staff selection and training; activities; coordination and cooperation with local education authorities and local communities; providing work-experiences. Factors accounting for significant implementation outcomes and operations are also explored. The final chapter presents conclusions and policy implications. (AEF)

ED 207 995 TM 810 658

Waters, Brian K.
The Test Score Decline: A Review and Annotated Bibliography.

Human Resources Research Organization, Alexandria, Va.
 Spons Agency—Department of Defense, Washington, D.C.
 Report No.—DOD-TM-81-2
 Pub Date—Aug 81
 Note—59p.

Pub Type—Reference Materials - Bibliographies (131) — Numerical/Quantitative Data (110) — Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Achievement Tests, Annotated Bibliographies, *Aptitude Tests, College Entrance Examinations, *Educational Trends, Elementary Secondary Education, Higher Education, Pre-school Education, *Scores

Identifiers—*Indicators, *Test Score Decline

This study brings together a large body of literature on indicators of changes in U.S. scholastic aptitude and achievement levels within the 1944-1980 period. The population target is youth from pre-school to post-college graduate ages. The study is divided into three major sections: (1) a discussion of the trends which have emerged over time that have been supported by credible data. The discussion approaches the subject by first reviewing aptitude test score patterns from 1952 through 1980 on eight scholastic aptitude and admission tests. Examinees for these tests predominantly ranged from 11th grade through graduate levels. Second, an analysis is done on the scholastic achievement test score data covering 10 different test batteries for grades 1 through 12. Finally, section one of the paper concludes with a brief overview of other indicators of significant, though less quantifiable changes in the target population during the period; (2) an annotated bibliography of 49 sources which were reviewed by the author, including 34 citations which have been quoted directly from other sources; and (3) a relatively complete bibliography of literature related to the decline of test scores. This reference list includes over 240 sources. (Author/GK)

ED 207 996 TM 810 660

Barton, Mark A. Lord, Frederic M.
An Upper Asymptote for the Three-Parameter Logistic Item-Response Model.

Educational Testing Service, Princeton, N.J.
 Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Report No.—ETS-RR-81-20
 Pub Date—Jul 81
 Contract—N00014-80-C-0402

Note—25p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Entrance Examinations, *Comparative Analysis, *Latent Trait Theory, Mathematical Formulas, Mathematical Models, *Test Reliability

Identifiers—*Three Parameter Model, *Upper Asymptote Parameter (Testing)

An upper-asymptote parameter was added to the three-parameter logistic item response model. This four-parameter model was compared to the three-parameter model on four data sets. The four-parameter model increased the likelihood in only two of the four sets. Ability estimates for the students were generally unchanged by the introduction of the fourth parameter. (Author)

ED 207 997 TM 810 661

Tarver, Linda K. And Others
An Analysis of Scores on the Common Examinations of the National Teacher Examinations of Candidates for Certification in Louisiana.

Pub Date—[80]
 Note—87p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Beginning Teachers, Difficulty Level, *Scores, *State Standards, *Teacher Certification, *Testing Programs, Test Validity
 Identifiers—*Louisiana, *National Teacher Examinations

The purpose of this study is to describe and analyze the performance of Louisiana's potential teachers on the Common Examinations of the National Teacher Examinations (NTE). Scores from 1352 examinees who took the Common Examinations of the NTE in February, 1979, were analyzed. The performance of Louisiana's potential teachers compares favorably with the national performance, both on the Weighted Total, and the Professional Education, Written English Expression, and Literature, Fine Arts, and Social Studies subdivisions. Results indicated a deficiency in Science preparation. The Common Examinations do not effectively discriminate in the four subdivisions. The number of test items in any subdivision does not significantly affect the discriminatory ability of that subdivision. No subdivision is significantly more difficult than any other subdivision. The level of difficulty of the test items does not significantly affect the discriminatory ability of the test items. (BW)

ED 207 998 TM 810 663

McKinley, Robert L. Reckase, Mark D.
A Comparison of Procedures for Constructing Large Item Pools.
 Missouri Univ., Columbia. Tailored Testing Research Lab.

Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Pub Date—Aug 81
 Contract—N00014-77-C-0097; NRISO-395
 Note—65p.

Pub Type—Reports - Research (143) — Reports - Evaluative (142) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Comparative Analysis, Item Analysis, Item Banks, Methods
 Identifiers—ANCILLES Estimation Procedures, Iowa Tests of Educational Development, LOGIST Estimation Procedures, *One Parameter Model, *Three Parameter Model

This study was conducted in order to evaluate available linking techniques for forming large item pools and to make recommendations as to which techniques should be used under various circumstances. Variables of interest included calibration model and procedure, sample size, overlap level, and linking procedure. The calibration models considered were one- and three-parameter logistic models (1PL and 3PL). The MAX calibration program for 1PL and the LOGIST and ANCILLES calibration programs for 3PL were examined. Response data used for this study were for a sample of 4000 examinees from an administration of the Iowa Tests of Educational Development during the 1975-76 school year. The following conclusions were reached. For the best results an overlap of 15 items appeared to be best. At the 15 item overlap level a sample size of 2000 appeared to be necessary for stable linking of the 3PL model parameters, although when LOGIST was used 1000 seemed to be a sufficient sample size for linking item discrimination estimates. For the 3PL model the LOGIST program yielded best overall results. With a sample size of 2000 all linking procedures yielded adequate results. A sample size of 100-300 gave adequate results for the 1PL procedure. (Author/AEF)

ED 207 999 TM 810 664

Singh, Balwant And Others
The Development and Analysis of a Grade Eight Physical Science Test.

Portland Public Schools, Maine.
 Pub Date—80
 Note—15p.

Pub Type—Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Grade 8, Item Analysis, Junior High Schools, *Multiple Choice Tests, *Physical Sciences, Pretests Posttests, *Science Tests, Test

Reliability

This 46-question multiple choice test deals with the physical and chemical properties of matter, wave motion and types of energy, simple machines, equipment safety and measurement. The test is meant for administration to grade 8 students before and after instruction. Item analysis of the pre-post data are included, as are reliability estimates (standardized Item-Alpha) which range from .76 for the pretest to .84 for the post-test. (Author/GK)

ED 208 000 TM 810 665

Singh, Balwant Lambert, Leroy

The Development and Analysis of a Test on "Responsibility" for High School Students.

Pub Date—80

Note—16p.

Pub Type—Tests/Questionnaires (160)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Citizenship Education, *Grade 11, High Schools, Item Analysis, *Multiple Choice Tests, Pretests Posttests, *Social Responsibility, Test Reliability

This fifty-item test is intended for the 'Responsibility' unit of the 'Law in a Free Society' materials published by the California Bar Association. The test was administered as a pre- and post-test to more than 600 grade 11 students. The pre-test data for all students were item-analyzed and the results are made available along with a table of specifications and objectives covered by the test. The post-test data of a random sample of 44 students were also analyzed and the results of that analysis are also being made available. The reliability estimates range between .81 for the post-test to .86 for the pre-test. Several items have negative discrimination indices and those should be revised or discarded before preparing a revised version of the test. (Author/GK)

ED 208 001 TM 810 669

Ebel, Robert L. Livingston, Samuel A.

Issues in Testing for Competency.

National Council on Measurement in Education, Washington, D.C.

Pub Date—81

Note—7p.

Available from—National Council on Measurement in Education, USPS 823120, 1230 17th Street N.W., Washington, DC 20036 (\$2.50).

Journal Cit—NCME Measurement in Education; v12 n2 Sum 1981

Pub Type—Collected Works - Serials (022) — Opinion Papers (120)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Competence, *Criterion Referenced Tests, Multiple Choice Tests, *Norm Referenced Tests, *Professional Occupations, *Statistical Analysis, Test Construction, *Testing Problems, Test Reliability, Test Validity, *Verbal Ability Identifiers—*Competency Based Assessment, Competency Based Certification, Noncognitive Attributes

This issue of Measurement in Education is presented in the form of a dialogue between Dr. Robert L. Ebel, Distinguished Professor of Educational Measurement at Michigan State University, and Dr. Samuel A. Livingston, Program Research Scientist at the Educational Testing Service. Alternative views on some aspects of the use of tests in assessing professional competence are presented. Livingston and Ebel direct special attention to the shortcomings and virtues of verbal knowledge, multiple-choice items, norm-referenced tests, conventional test statistics, and test validation. Livingston is more convinced of the shortcomings of the first four and the virtues of the fifth than is Ebel. Despite their differences, both agree on the need for psychometric excellence. (AL)

ED 208 002 TM 810 673

Triplett, Suzanne E.

Linkages Between a State Bureau of Evaluation and the Professional Field.

Pub Date—Apr 81

Note—9p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Certification, Evaluators, *Linking Agents, Professional Training, *Program Evaluation, *State Departments of Education, State Standards

Identifiers—*Evaluation Utilization, *Louisiana The efforts of the Louisiana State Department of

Education Bureau of Evaluation to provide a valid and useful system for evaluation is presented in this overview. The focus is on the quality assurance and control functions of the Bureau in evaluating educational programs, conducting evaluation research on issues relevant to education in Louisiana, and in upgrading the quality and utility of program evaluation. A description is given of the inadequacies of the evaluation system prior to 1980 and the subsequent development of strategies to increase evaluator skills, increase user expectations, and to apply standards to the assessment of evaluation processes and products. The developmental process whereby a certification system was created for evaluators conducting evaluations of Louisiana Board of Elementary and Secondary Education programs, the levels of certification, certification requirements and the role of the Task Force in this process are also documented. Standards were formulated to assure appropriate, valid and reliable evaluations; the two-stage implementation procedure of providing evaluators with training in these standards and applying the standards to evaluations in the state is discussed. Also highlighted is the potential role of the Round Table of Educational Program Evaluators as a forum to bring evaluators and users together. (AEF)

ED 208 003 TM 810 675

Glass, Gene V. And Others

Integration of Research Studies: Meta-Analysis of Research. Methods of Integrative Analysis; Final Report.

Colorado Univ., Boulder. Lab. of Educational Research.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—15 Aug 80

Grant—NIE-G-78-0148

Note—340p.; Appendix B is removed due to copyright restrictions.

Pub Type—Information Analyses (070) — Guides - Non-Classroom (055)

EDRS Price—MF01/PC14 Plus Postage.

Descriptors—*Data Analysis, *Literature Reviews, *Research Methodology, Research Problems, Statistical Analysis

Identifiers—*Meta Analysis

Integrative analysis, or what is coming to be known as meta-analysis, is the integration of the findings of many empirical research studies of a topic. Meta-analysis differs from traditional narrative forms of research reviewing in that it is more quantitative and statistical. Thus, the methods of meta-analysis are merely statistical methods, suitably adapted in many instances, that are applicable to the job of integrating findings from many studies. A meta-analysis involves about a half-dozen steps: (1) defining the problem, (2) finding the research studies, (3) coding the study characteristics. The thinking and research reported here is recorded in roughly the same order. The report encompasses general background on the approach, and the results of some original research on approach taken in a meta-analysis, numerous illustrations of the approach, and the results of some original research on characteristics, (4) measuring the study findings on a common scale, and (5) analyzing the aggregation of findings and their relationship to the characteristics. The thinking can be read in at least three ways: as a textbook of methods of integrative analysis, as a record of some new ideas about integrative analysis, or as an apology for meta-analysis. (Author/BW)

ED 208 004 TM 810 681

May, Leslie Steven

Selected Characteristics of Massachusetts School Districts' Basic Skills Improvement Plans.

Pub Date—30 Apr 81

Note—32p.; Paper presented at the Annual Meeting of the New England Educational Research Organization (Lenox, MA, April, 1981). Best copy available.

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Basic Skills, *Educational Improvement, Reading Skills, Secondary Education, Secondary School Mathematics, State Departments of Education, *State Programs, *State School District Relationship, Statewide Planning, Writing Skills

Identifiers—*Basic Skills Improvement Program (Massachusetts), *Massachusetts

This report summarizes the contents of the 270

secondary level basic skills improvement program plans for reading, writing, and mathematics submitted by school districts in Massachusetts to the State Department of Education. School districts developed these plans in response to the State Board of Education Policy and Regulations published in 1978-79. Statistics are presented on the major components of the plans: public participation, objectives, assessment instruments, level of achievement, grade level for initial assessment, public information, and follow-up instructional programs and services. An analysis of the data in terms of how school districts appear to have responded to the Policy's requirements is also included. (Author/BW)

ED 208 005 TM 810 685

Wiley, David E. And Others

Test Validity and National Educational Assessment: A Conception, a Method, and an Example.

CEMREL, Inc., Chicago, Ill. ML-GROUP for Policy Studies in Education; Northwestern Univ., Evanston, Ill.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—81

Grant—NIE-G-78-0155

Note—74p.

Pub Type—Reports - Research (143)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Educational Assessment, Elementary Education, Error of Measurement, *Latent Trait Theory, Maximum Likelihood Statistics, *Models, National Competency Tests, *Reading Comprehension, Reading Skills, *Standardized Tests, Testing Problems, *Test Validity Identifiers—Empirical Analysis

This paper brings to first fruition an analytic schema based on four elements which involve a conception of skills independent or particular testing devices: (1) the development and application of a class of statistical models incorporating qualitative definitions of skill, distorted in item response by errors conceived as misclassifications; (2) a critique and reformation of the concept of test validity—making more concrete and specific the implications of invalidity; and (3) an integration and fusion of these concepts which allows meaningful empirical analyses of item response data. This conception/model is exemplified as contributing to the clarification of previously intractable technical and policy issues in the testing field. (Author/GK)

ED 208 006 TM 810 686

Reckase, Mark D.

The Use of the Sequential Probability Ratio Test in Making Grade Classifications in Conjunction with Tailored Testing.

Missouri Univ., Columbia. Tailored Testing Research Lab.

Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Report No.—ONR-RR-81-4

Pub Date—Aug 81

Contract—N00014-77-C-0097

Note—27p.

Pub Type—Reports - Research (143)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Classification, Comparative Analysis, *Computer Assisted Testing, Cutting Scores, Decision Making, Higher Education, *Latent Trait Theory, Maximum Likelihood Statistics, *Test Reliability

Identifiers—One Parameter Model, *Sequential Probability Ratio Test (Wald), *Tailored Testing, Test Length, Three Parameter Model

This report describes a study comparing the classification results obtained from a one-parameter and three-parameter logistic based tailored testing procedure used in conjunction with Wald's sequential probability ratio test (SPRT). Eighty-eight college students were classified into four grade categories using achievement test results obtained from tailored testing procedures based on maximum information item selection and maximum likelihood ability estimation. Tests were terminated using the SPRT procedure. The results of the study showed that the three-parameter logistic based procedure had higher decision consistency than the one-parameter based procedure when classifications were repeated after one week. Both procedures required fewer items for classification into grade categories than a traditional test over the same material. The three-parameter procedure required the fewest items of all, using an average of 12 to 13 items to assign a grade. (Author)

ED 208 007 TM 810 687

Posante, Rebecca

Utilization of Evaluation Results in Joint Policy Making.

Pub Date—Apr 81

Note—13p; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Agency Cooperation, Decision Making, *Disabilities, Elementary Secondary Education, Evaluators, Learning Disabilities, *Minimum Competency Testing, *Policy Formation, *Program Evaluation, *Testing Problems

Identifiers—*Evaluation Utilization, Louisiana
Policy-making problems being faced in Louisiana regarding the testing of handicapped students within a state mandated minimum competency testing program are dealt with. The decision-making process is complicated by the fact that two groups (staff administering the test and staff administering programs for the handicapped) with differing orientations must jointly decide on the most feasible, ethical, and legal policies for testing handicapped students. The major contributions of the evaluator in this process are described, as is the evaluation itself. The point is made that although the evaluation provides a forum for classifying the needs of policy-making groups and for objectively assessing those needs, the evaluator may actually provide the stimulus for developing the policies. (Author/GK)

ED 208 008 TM 810 689

Chromy, James R. And Others

Year 11 Primary Sample for the National Assessment of Educational Progress. Final Report.

Research Triangle Inst., Research Triangle Park, N.C. Center for Sampling Research and Design. Spons Agency—Education Commission of the States, Denver, Colo. National Assessment of Educational Progress; National Center for Educational Statistics (ED), Washington, D.C.; National Inst. of Education (ED), Washington, D.C.

Report No.—RTI-1764-00-00F

Pub Date—Aug 81

Contract—OEC-0-74-0506

Grant—NIE-G-80-0003

Note—73p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Asian Americans, Computer Programs, *Educational Assessment, Elementary Secondary Education, Hispanic Americans, *National Competency Tests, Research Design, *Sampling, Testing Problems, Testing Programs

Identifiers—*National Assessment of Educational Progress
The primary sample for Year 11 of the National Assessment of Educational Progress (NAEP) was selected in March 1979, and was preceded by an 18-month planning effort. During the planning period, research concentrated in five specific areas: sampling frame construction, stratification criteria, efficiency study review, techniques and computer software for highly stratified sample selection, and sampling for Asian and Hispanic populations. Primary samples from the first ten years are reviewed, and the sampling frame construction is discussed. The actual selection of samples, the sample stratification, options for large and small annual samples, selection techniques, and sampling for special populations are discussed. Primary type of information provided by report: Procedures (Sampling). (Author/BW)

ED 208 009 TM 810 690

Uba, Anselm

Cultural Influence on Selective Attention Processes among Nigerian Adolescents.

Pub Date—Feb 81

Note—25p; Paper presented at the International Conference on Personality Assessment (7th, Minneapolis, MN, February 27-29, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, Attention, *Attention Control, *Auditory Perception, Cross Cultural Studies, *Cultural Differences, *Cultural Influences, Foreign Countries, Secondary Education

Identifiers—Ibo (Tribe), *Nigeria, Yoruba (Tribe)

Three experiments in auditory selective attention

form the basis of this investigation of cross-cultural differences among the ethnic groups of the Ibo and Yoruba adolescents of Nigeria. A sample of 200 16-year-olds were randomly drawn from four secondary schools. Yoruba adolescents showed superior performance in a task-involving the repetition of a message heard through one voice (female), while disregarding a different message played and heard through another voice; and in a task involving both the case where the accepted message led in time and where it lagged in time in relation to the rejected message. In view of these findings, it is recommended that the curriculum formulation in Nigerian schools should be based on indigenous socio-cultural influences. (Author/BW)

ED 208 010 TM 810 693

Marlin, Carol A. And Others

Facilitating Recognition Memory: The Use of Distinctive Contexts in Study Materials and Tests.

Pub Date—Apr 81

Note—21p; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Education, Grade 3, Grade 4, *Multiple Choice Tests, *Paired Associate Learning, Recall (Psychology), *Recognition (Psychology), *Sentences, Test Items

Identifiers—*Contextual Associative Method

The effects of distinctive background settings on children's recognition memory for subjects and objects of related sentences was examined. As a follow-up to a study by Levin, Ghatala, and Truman (1979), the effects of presenting distinctive background contexts in sentences and multiple-choice tests were separated from the effects of providing such contexts in the sentences alone. Eighty-five grade 3 and 4 students from a racially and economically balanced, Southern elementary school participated in the study. Results indicated that when distinctive contexts were included both in related sentences and in multiple-choice test-item stems, recognition performance was significantly increased. However, the provision of distinctive contexts in the sentences alone did not enhance recognition memory. Results of the study are examined within the framework of the frequency theory of recognition memory. (Author/GK)

ED 208 011 TM 810 695

Wilcox, Wayne C.

Interaction of Learner Control and Student Aptitudes.

Pub Date—Apr 79

Note—29p; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, CA, April, 1979).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Aptitude, *Aptitude Treatment Interaction, Individual Differences, Learning Processes, Literature Reviews, Locus of Control, *Student Characteristics, Student Responsibility, *Teaching Methods

Identifiers—*Learner Control

Fourteen studies were reviewed whose findings indicate that learner control of certain presentation characteristics interacts with certain learner characteristics. Thus, learner control is not a panacea for accommodating individual differences. Instead, some kinds of individual differences probably should be taken into account by teachers and instructional systems as they decide what learner control of presentation characteristics students are given. (Author)

ED 208 012 TM 810 698

Strickland, Steve Wilcox, Wayne C.

Regression Study of Learner Control Data.

Courseware, Inc., San Diego, Calif.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—Aug 78

Grant—SED-76-1650

Note—28p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Higher Education, Mathematical Concepts, *Pretests Posttests, *Regression (Statistics), *Scores, Student Participation, Student Responsibility, *Teaching Methods

Identifiers—*Learner Control

Data from three separate experiments were employed. College undergraduates were taught laws of logarithms by means of the same lesson material, and received the same twenty-item posttest after they were instructed under one of three learner control conditions. In the complete learner control condition, students chose both the sequence and number of primary presentation forms displayed to them. In the partial learner control condition, students chose how many instances were displayed to them. In the no learner control condition, students received a fixed sequence and number of primary presentation forms. Stepwise and all possible regressions routines were run using six basic presentation characteristics and various combinations, powers, and interactions of these as predictors of student posttest performance. There were no significant posttest score differences between the three learner control conditions. The predictive equations produced for the data of each learner control condition were similar to one another, but, the models produced for the complete learner control and no learner control data accounted for more of the posttest score variance than the predictive models produced for the partial learner control and combined data. Minimal posttest score variance was accounted for by any of the predictive equations that were investigated. (Author/GK)

ED 208 013 TM 810 699

Dunn, Bruce R. And Others

Relation of Conjugate Lateral Eye Movements to Inferential Reasoning and Semantic Comprehension.

Pub Date—Apr 81

Note—24p; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cognitive Style, *Eye Movements, Higher Education, *Lateral Dominance, Pictorial Stimuli, *Recognition (Psychology), Sentences

Two studies examined the relationship between cognitive style as determined by conjugate lateral eye-movements and the ability to recognize correct inferences and specific items from textual and pictorial displays. Subjects were given related sets of sentences and pictures followed by separate inference and recognition memory tests. Results of Experiment 1 showed that left movers or right-hemisphere dominant subjects (LEM/RH's) recognized more verbal inferences than pictorial inferences, whereas right movers or left-hemisphere dominant subjects (REM/LH's) recognized both types of inferences equally well. Further, the overall recognition memory score of LEM/RH subjects was greater than REM/LH subjects. Analysis of the inference data of Experiment 2 found that LEM/RH's subjects had higher mean inference scores than REM/LH's subjects. The results of both experiments were contrary to conjugate lateral eye-movement theory. Suggestions for a more integrative bimodal theory were discussed. (Author)

ED 208 014 TM 810 701

Rabinowitz, Mitchell Mandler, Jean M.

Schematic and Taxonomic Organization in Free Recall.

Pub Date—Apr 81

Note—33p; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Classification, *Cluster Grouping, Cognitive Processes, Higher Education, *Learning Processes, *Recall (Psychology)

Identifiers—Encoding (Psychological), *Schemata
In free recall learning, taxonomic organization has been studied almost to the exclusion of alternative types of organization. Consequently, little is known about how learning and memory are affected by alternative types of organizations. The present experiments explored the differential effects of two kinds of organization on free recall learning. One type was the familiar taxonomic organization, based on relations of similarity; the other a schematic organization, based on temporal or causal connections between the units. Subjects recalled more items when the material was organized in a schematic

organization than when the materials were organized in either a taxonomic or random organization. The findings are discussed in terms of how different types of organization differently affect learning and recall. (Author/GK)

ED 208 015 TM 810 704

Morgan, Alistair. *And Others*

Understanding How Students Learn—Outcome and Approach.

Pub Date—Apr 81

Note—18p; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *College Freshmen, Foreign Countries, Higher Education, Interviews, *Learning Processes, *Study Habits

Identifiers—England
Many recent studies of student learning are grounded in a theoretical framework which is experiential and describes learning from the learner's perspective or "from the inside". A research project on student learning in the Open University has followed a group of 30 students through their first year of university study. Students were interviewed on three occasions. This paper concentrates on their conceptions of key concepts before the course, how these have changed over the period of the course, and their approaches to studying these concepts. The results of the study demonstrate the crucial link between students' approaches to study and the quality of the learning outcomes. Both the demands of particular learning tasks and students' development as learners influence how students go about studying. (Author/BW)

ED 208 016 TM 810 705

Weinstein, Claire E. *And Others*

The Effects of Material and Task Variations on a Brief Cognitive Learning Strategies Training Program.

Texas Univ., Austin. Dept. of Educational Psychology.

Spons Agency—Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va. Report No.—ARI-TR-461

Pub Date—Aug 80

Contract—DAHCl9-76-C-0026

Note—48p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Cluster Grouping, *Cognitive Processes, *Difficulty Level, Higher Education, Imagery, *Instructional Materials, *Learning Processes, Paired Associate Learning, Reading Comprehension, Retention (Psychology), *Training

Identifiers—Elaboration

Two studies were performed to investigate the effects of material and task variations in the acquisition of cognitive learning strategies. Groups of undergraduate students were taught to use mental imagery, meaningful elaboration, and grouping. The type of training task or the order of training and test materials differed for each of the experimental groups. Study and test materials included free recall and paired-associate word lists as well as reading passages. The results partially supported the need for training materials to be ordered from easy to more difficult. However, the type of training necessary to optimize learning appears to be dependent upon several factors, including the difficulty level of the materials with which the strategies will be used and the types of tests used to assess what has been learned. (Author)

ED 208 017 TM 810 706

Anderson, John R. *And Others*

Complex Learning Processes.

Yale Univ., New Haven, Conn. Dept. of Psychology.

Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Report No.—ONR-TR-78-1

Pub Date—18 Jul 78

Contract—N00014-77-C-0242

Note—94p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Artificial Intelligence, Cognitive Processes, *Computer Programs, *Language Processing, Learning Processes, *Learning Theories, *Simulation

Identifiers—*ACT Theory

The ACT theory of the learning of procedures is described. ACT is a computer simulation program that uses a propositional network to represent knowledge of general facts and a set of productions (condition action rules) to represent knowledge of procedures. There are currently four different mechanisms by which ACT can make additions and modifications to its set of productions as required for procedural learning: designation, strengthening, generalization, and discrimination. Designation refers to the ability of productions to call for the creation of new productions. Strengthening a production may have important consequences for performance, since a production's strength determines the amount of system resources that will be allocated to its processing. Finally, generalization and discrimination refer to complementary processes that produce better performance by either extending or restricting the range of situations in which a production will apply. Each of these four mechanisms is discussed in detail and related to the available psychological data on procedural learning. The small-scale simulations of learning provided as examples are drawn from the domains of language processing and computer programming, since our ultimate goal is for ACT to learn the complex procedures required in such domains. (Author/GK)

ED 208 018 TM 810 707

Weinstein, Claire E. *And Others*

Training Versus Instructions in the Acquisition of Cognitive Learning Strategies.

Texas Univ., Austin. Dept. of Educational Psychology.

Spons Agency—Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va. Report No.—ARI-TR-460

Pub Date—Aug 80

Contract—DAHCl9-76-C-0026

Note—82p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Cluster Grouping, *College Students, Drills (Practice), *Feedback, Higher Education, Imagery, *Instruction, *Learning Processes, Paired Associate Learning, Reading Comprehension, Recall (Psychology), *Training, Word Lists

Identifiers—Elaboration, *Learning Strategies

Three studies were performed to investigate the effects of training versus instructions in the acquisition of cognitive learning strategies. Groups of undergraduate students were taught to use one or more strategies. The amount and type of training differed for each of the experimental groups. Strategies taught included the method of loci, imagery, verbal elaboration, and grouping. Study and test materials included serial, free recall and paired-associate word lists as well as reading passages. The results partially support the need for training, which includes practice and feedback, to facilitate the acquisition of cognitive learning strategies. However, the amount of training necessary to optimize learning appears to be dependent upon several factors, such as the difficulty level of the materials with which the strategies will be used and the types of tests used to assess what has been learned. (Author)

ED 208 019 TM 810 708

Alvermann, Donna E.

The Compensatory Effect of Graphic Organizer Instruction on Text Structure.

Pub Date—Apr 81

Note—27p; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Advance Organizers, Cognitive Processes, Descriptive Writing, Grade 10, Prose, *Reading Comprehension, *Recall (Psychology), Retention (Psychology), Secondary Education, Student Attitudes

Identifiers—*Graphic Organizers, *Text Structure

This study has three purposes: (1) to determine whether the graphic organizer (a schematic representation of text structure using key vocabulary terms) could be used to compensate for the effects of a passage organized with a description top-level

structure; (2) to explore the effectiveness of providing students differing in reading ability with different types of instructional strategies and text structures; (3) to learn how graphic organizers, text structure, and reading comprehension level affect posttreatment attitudes. Tenth graders read two versions of an expository passage which contained identical information but differed in top-level structure (description versus comparison/contrast). Students were either exposed to or denied instruction with a graphic organizer that had been constructed to reflect the top-level structure of the comparison/contrast passage. Multiple regression analyses revealed these findings: first, immediate free recall performance was positively affected only under the description text condition; second, both skilled and unskilled readers appeared to benefit from the use of graphic organizers; third, text organized with a description top-level structure did not produce significantly better recall performance among poorer readers; and finally, multiple regression analyses of posttreatment attitude data did not yield any educationally significant results. (Author/GK)

ED 208 020 TM 810 709

Parsons, Jacquelynne Eccles

Attributions, Learned Helplessness and Sex Differences in Achievement.

Pub Date—81

Note—16p; Expanded versions of papers presented at the Annual Meetings of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981), and the Society for Research on Child Development (Boston, MA, 1981).

Pub Type—Speeches/Meeting Papers (150)—Opinion Papers (120)—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Ability, *Academic Achievement, *Attribution Theory, Elementary Secondary Education, *Helplessness, Literature Reviews, *Mathematics Achievement, *Sex Differences

An analysis of three issues concerning the possibility that sex differences in causal attributional patterns may be important mediators of sex differences in persistence in one's mathematics education are addressed. These issues include: (1) the exact nature of the sex differences in attributional patterns for school achievement and the consistency of these differences need to be specified; (2) the psychological and causal significance of these differences need to be addressed; and (3) the interpretations commonly given to these differences need to be evaluated. Literature on the subject is reviewed, and conclusions are offered. (Author/GK)

ED 208 021 TM 810 710

Haars, Venant

Children's Understanding of Class Inclusion and Their Ability to Reason with Implication.

Pub Date—Apr 81

Note—19p; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Age Differences, Classification, *Developmental Stages, Elementary Education, Foreign Countries, Logic, *Logical Thinking

Identifiers—Netherlands, *Syllogistic Reasoning

Fifty-six Dutch school children (aged 6-0 to 14-4 years) participated in a study designed to investigate their ability to reason with logical implication. They answered a total of 32 reasoning problems. Before or after each question they were asked a class inclusion question. A high degree of correspondence was found between class inclusion and reasoning with logical implication premises. The child's understanding of the subordinate and superordinate characteristics of the premises appeared to be a decisive factor in judging the truth of logical arguments, although many correct judgments were based on incorrect understanding of the premises. It was concluded that when children fail to solve a problem, they do not necessarily do so because they lack the particular logical operations, but because of a misunderstanding of the premises. Incomplete analysis of the problem appeared to be a second source of error. Further, understanding of logical premises was found to be improving with age. (Author)

ED 208 022 TM 810 711

Wilcox, Rand R.
On False-Positive and False-Negative Decisions
with a Mastery Test.

California Univ., Los Angeles. Center for the Study
of Evaluation.

Spons Agency—National Inst. of Education (ED),
Washington, D.C.

Report No.—CSE-R-146

Pub Date—Oct 80

Note—22p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cutting Scores, *Mastery Tests,
Mathematical Models, *Student Placement,
*Test Reliability, True Scores

Identifiers—*Binomial Error Model, *Test Length
Wilcox (1977) examines two methods of estimat-
ing the probability of a false-positive on false-nega-
tive decision with a mastery test. Both procedures
make assumptions about the form of the true score
distribution which might not give good results in all
situations. In this paper, upper and lower bounds on
the two possible error types are described which
make no assumption about the form of the true
score distribution. Illustrations are given on how
these bounds might be used to determine the length
of the test. (Author)

ED 208 023 TM 810 713

Cook, Linda L. Eignor, Daniel R.
Score Equating and Item Response Theory: Some
Practical Considerations.

Pub Date—Apr 81

Note—48p.; Paper presented at the Annual Meet-
ing of the American Educational Research As-
sociation (65th, Los Angeles, CA, April 13-17,
1981).

Pub Type—Speeches/Meeting Papers (150) —
Guides - Non-Classroom (055) — Reports - De-
scriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Equated Scores, *Latent Trait The-
ory, Mathematical Models, Test Construction,
Testing Problems

Identifiers—*One Parameter Model, Rasch Model,
*Three Parameter Model

The purposes of this paper are five-fold to discuss:
(1) when item response theory (IRT) equating
methods should provide better results than tradi-
tional methods; (2) which IRT model, the three-
parameter logistic or the one-parameter logistic
(Rasch), is the most reasonable to use; (3) what
unique contributions IRT methods can offer the
equating process; (4) what work has been done that
relates to the confidence that can be placed in the
IRT equating results; and (5) what unresolved issues
exist in the application of IRT to equating. Several
issues are discussed to provide a background: formal
definitions and requirements of equating; the basic
principle of IRT equating; procedures for linking
parameter estimates and deriving estimated true
and observed score equatings using IRT; the practi-
cal advantages to be gained from using IRT equat-
ing; and the important distinction between test
development and test analysis activities. (Au-
thor/BW)

ED 208 024 TM 810 715

Hedges, Larry V.
Statistical Aspects of Effect Size Estimation.

Spons Agency—Spencer Foundation, Chicago, Ill.
Pub Date—Apr 81

Note—40p.; Paper presented at the Annual Meet-
ing of the American Educational Research As-
sociation (65th, Los Angeles, CA, April 13-17,
1981).

Pub Type—Speeches/Meeting Papers (150) — Re-
ports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Literature Reviews, *Mathematical
Models, Maximum Likelihood Statistics, *Statistical
Analysis

Identifiers—*Effect Size, Estimation (Mathemat-
ics), *Meta Analysis, Sample Size

When the results of a series of independent studies
are combined, it is useful to quantitatively estimate
the magnitude of the effects. Several methods for
estimating effect size are compared in this paper.
Glass' estimator and the uniformly minimum vari-
ance unbiased estimator are based on the ratio of the
sample mean difference and the pooled within-
group standard deviation. The third estimator is the
maximum likelihood estimator. The fourth estima-
tor is a shrunken form of the minimum variance
unbiased estimator. All four estimators are shown to

be equivalent in large samples, but they differ in
finite samples. Two procedures for testing the fit of
the data to the proposed structural model and for
detection of outliers, an example of the application
of the techniques, and a summary of recommenda-
tions on statistical procedures for estimation of ef-
fect size from a series of experiments are presented.
(Author/BW)

ED 208 025 TM 810 717

Fitzpatrick, Anne R.
Validating Decisions Made with Criterion-
Referenced Tests.

Pub Date—Apr 81

Note—27p.; Paper presented at the Annual Meet-
ing of the American Educational Research As-
sociation (65th, Los Angeles, CA, April 13-17,
1981).

Pub Type—Speeches/Meeting Papers (150) —
Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Classification, Competence, *Criter-
ion Referenced Tests, Cutting Scores, Evaluation
Methods, Predictor Variables, *Test Results,
*Test Use, *Test Validity

Three kinds of classificatory decisions that might
be made using criterion-referenced tests (CRTs) are
described, and methods to appraise the validity of
each are subsequently discussed. Decisions that en-
tail predictive, descriptive, and evaluative classifica-
tions comprised the three kinds of decisions
described. Predictive classifications entail assigning
individuals who take a test to categories that are
intended to predict their status on a criterion vari-
able. It is suggested that these decisions can be ap-
praised for validity using forms of the familiar
criterion-related validity study. Considered as ex-
amples of descriptive decisions are the mastery and
competency decisions that are commonly made us-
ing CRTs. Evaluative classification decisions would
be made when judges set a passing score regarded as
desirable to require. When these performance clas-
sifications reflect judges' intrinsic valuations of dif-
ferent levels of test performance, it is argued that
the validity of these classifications cannot be shown.
However, when these performance classifications
reflect judges' instrumental valuations of different
levels of test performance, their validity should be
shown by criterion-related validity studies. (Au-
thor/GK)

ED 208 026 TM 810 718

Harnisch, Delwyn L.
A Test of a Structural Model of Student Back-
ground and Motivation Variables Influencing
Student Test Performance.

Pub Date—Apr 81

Note—20p.; Paper presented at the Annual Meet-
ing of the American Educational Research As-
sociation (65th, Los Angeles, CA, April 13-17,
1981).

Pub Type—Speeches/Meeting Papers (150) — Re-
ports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *Analysis
of Covariance, Grade 11, *Models, *Parent Back-
ground, *Predictor Variables, Relationship, Sec-
ondary Education, *Student Motivation

Identifiers—*Illinois Inventory of Educational Pro-
gress

A structural model suggesting complex causal in-
terrelationships among eight variables which con-
tribute to variance in student learning is described.
The variables include mother's and father's educa-
tional level; Relaxed Test Comfort Score; Specific
Math Comfort Score; Attitudinal Continuing Motiva-
tion Score; Behavioral Continuing Motivation
Score; Criterion Scaling of Success Attribution on
Test Score; and Total Math Score. The data set used
to investigate the fit of the model consists of the test
results of 2,109 eleventh grade students who took
the 1978 Illinois Inventory of Educational Progress,
a statewide assessment program. The method of
covariance structure analysis was applied to reveal
the causal relation among factors including student
background motivation and learning outcomes. The
model indicates that student motivation and student
learning outcomes are most directly affected by stu-
dent background. Further observations show an in-
direct influence on student learning outcomes as
mediated by the student motivation factor. (Author/
AL)

ED 208 027 TM 810 719

Wise, Steven L.
Some Comparisons of Four Order-Analytic Meth-
ods and Factor Analysis for Assessing Dimen-
sionality.

Illinois Univ., Urbana. Computer-Based Education
Research Lab.

Spons Agency—Office of Naval Research, Arling-
ton, Va. Personnel and Training Research Pro-
grams Office.

Report No.—CERL-RR-81-2

Pub Date—Feb 81

Contract—N00014-79-C-0752

Note—45p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Comparative Analysis, Factor Anal-
ysis, *Latent Trait Theory, *Multidimensional
Scaling

Identifiers—*Order Analysis

While factor analysis is the most commonly
proposed procedure for determining dimensionality,
a recently developed procedure called order
analysis may also prove to be useful for isolating
unidimensional item sets. The first study in this re-
port compares three order analysis procedures: Krus
and Bart's (1974) procedure and Reynolds' (1976)
procedures using two of Cliff's (1977) consistency
indices. The comparisons were based on seven
simulated data sets with known factorial dimension-
ality, and two multidimensional sets of mathematics
data. The second Reynolds procedure reproduced
the factor structure for the simulated data sets, but
none of the procedures could reproduce the factors
for the mathematics data. The second study in this
report presents preliminary results using a new or-
der-analysis procedure which solves some of the
difficulties with reproducing factorial dimensionality.
(Author/BW)

ED 208 028 TM 810 723

Oosterhof, Albert C. Coats, Pamela K.

Comparison of Difficulties and Reliabilities of
Math-Completion and Multiple-Choice Item
Formats.

Florida State Univ., Tallahassee.

Pub Date—[81]

Note—14p.; Paper presented at the Annual Meet-
ing of the American Educational Research As-
sociation (65th, Los Angeles, CA, April 13-17,
1981).

Pub Type—Speeches/Meeting Papers (150) — Re-
ports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Comparative Analysis, *Difficulty
Level, Grading, Higher Education, *Mathemat-
ics, *Multiple Choice Tests, Quantitative Tests,
*Test Format, Testing Problems, Test Items,
*Test Reliability, Test Validity

Identifiers—*Short Answer Tests, Test Length

Instructors who develop classroom examinations
that require students to provide a numerical re-
sponse to a mathematical problem are often very
concerned about the appropriateness of the multi-
ple-choice format. The present study augments
previous research relevant to this concern by com-
paring the difficulty and reliability of multiple-
choice and completion item formats as applied to
the classroom measurement of quantitative skills.
This investigation also includes two variations of the
multiple-choice format designed to reduce cues
provided by alternatives. Focus is placed on the ex-
ternal validity of the experiment by using an actual
examination of course material administered to stu-
dents in a realistic classroom setting. When plausi-
ble distractors are used, minimal effects on difficulty
and reliability are observed as a result of using
"none of the above" or by using ranges of values for
alternatives. The results of the study also support
serious consideration of the math-completion for-
mat when efficiency of scoring is not a major con-
cern. It is shown that fewer math-completion items
are required for obtaining reliability equal to that
provided by multiple-choice items. Implications
which varying difficulties and reliabilities have on
grading standards and test length are discussed.
(Author/AL)

ED 208 029 TM 810 724

Mead, Ronald J.

Basic Ideas in Item Banking.

Spons Agency—National Board of Medical Examiners, Philadelphia, Pa.; National Inst. of Education (ED), Washington, D.C.

Pub Date—14 Apr 81

Grant—NIE-G-89-0078

Note—19p; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Los Angeles, CA, April 14-16, 1981).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Equated Scores, Goodness of Fit, Item Banks, Latent Trait Theory, Test Construction, Test Items, *Test Validity

Identifiers—*Calibration, *Rasch Model

The central idea in building and maintaining an item bank is to calibrate all the items onto a "common variable." The arithmetic involved in the calibration process is presented. It is recommended that an analysis of fit be done in every application to verify that the estimates of item difficulties are in fact sample-free. These procedures are explained. Once an item bank is built, a common calibration for all items should be established and routinely checked. Special procedures for adding new items, updating old items, and dropping obsolete items are described. (BW)

ED 208 030 TM 810 725

Lehrer, Richard

Assessing Developmental Hypotheses with Cross

Classified Data: Log Linear Models.

Pub Date—Apr 81

Note—21p; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Developmental Stages, Goodness of Fit, *Mathematical Models, Statistical Analysis, *Statistical Significance

Identifiers—*Developmental Contingency Tables, *Log Linear Models, Markov Processes

Log linear models are proposed for the analysis of structural relations among multidimensional developmental contingency tables. Model of quasi-independence are suggested for testing specific hypothesized patterns of development. Transitions in developmental categorizations are described by Markov models applied to successive contingency tables. A discussion of the role of Pearson chi square and log likelihood significance tests in model selection is followed by two illustrative data sets. (Author)

ED 208 031 TM 810 726

Krus, Patricia Maher, John

Assessing Teacher Skills Needed to Implement Objectives-Based Instruction.

Pub Date—[79]

Note—15p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Course Objectives, *Criterion Referenced Tests, Education Majors, Elementary Secondary Education, Higher Education, Preservice Teacher Education, *Teaching Skills, *Test Construction

The purpose of this paper is to describe the design and construction of three objectives-based tests to assess preservice teachers' performance in an instructional skills course. The three tests covered: writing worthwhile objectives, designing effective instruction, and assessing student learning. All tests were analyzed for item difficulty, item discrimination, and reliability. With few exceptions, performance on each skill was significantly correlated with total test performance, but not necessarily with other skills. (BW)

ED 208 032 TM 810 727

Rubin, Rebecca B.

Assessment of College-Level Speaking and Listening Skills.

Pub Date—Apr 81

Note—23p; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070) — Reports - Research

(143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Colleges, Communication Skills, Diagnostic Tests, Higher Education, *Listening Skills, *Minimum Competency Testing, *Speech Skills, *Test Construction

Identifiers—*Communication Competency Assessment Instrument

The state of the art in college-level competency testing is described, as is the development of a communication test for the University of Wisconsin-Parkside program. The research described herein exposes the fact that some students have communication problems which could inhibit their learning abilities. Valid and reliable procedures are needed to help students determine and correct speaking and listening deficiencies. To this end, the Communication Competency Assessment Instrument (CCAI) is proposed as a method of assessing these basic, necessary skills. The results of college-level competency testing can be used in various ways. Some suggestions are offered, all with the intention of providing useful information and feedback on students' skill achievement to help them become more effective communicators in college. (Author/GK)

ED 208 033 TM 810 730

Rigdon, Steven E. Tsutakawa, Robert K.

Estimation in Latent Trait Models.

Missouri Univ., Columbia. Dept. of Statistics.

Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Report No.—ONR-RR-81-1; UM-MSTR-102

Pub Date—May 81

Contract—N00014-77-C-0097; NR150-395

Note—42p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Algorithms, *Latent Trait Theory, *Mathematical Formulas, *Mathematical Models, *Maximum Likelihood Statistics

Identifiers—*EM Algorithm, *Estimation (Mathematics), One Parameter Model, Rasch Model

Estimation of ability and item parameters in latent trait models is discussed. When both ability and item parameters are considered fixed but unknown, the method of maximum likelihood for the logistic or probit models is well known. Discussed are techniques for estimating ability and item parameters when the ability parameters or item parameters are considered random. When the item parameters are considered fixed, and the ability parameters are random, from some prior distribution with fixed but unknown parameters, the EM algorithm is applied. A modification of the EM algorithm, which requires considerably less computation, is proposed. When both ability and item parameters are considered random, the EM algorithm seems to be impractical because the amount of computation needed is very large. In this case another modification to the EM algorithm is proposed. One advantage to using prior distributions is that parameter estimates usually exist in situations where the maximum likelihood estimates do not. These methods are applied to the one parameter logistic (Rasch) model and numerically compared using several sets of simulated data. It appears likely that most of the methods discussed here can be readily extended to the two and three parameter logistic or probit model. (Author/GK)

ED 208 034 TM 810 731

Fitch, Michael J.

Correlations Between the McCarthy Scales of Children's Abilities and the Bayley Scales of Infant Development.

Denver Dept. of Health and Hospitals, Colo.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date—Jun 78

Grant—OCD-CR-371

Note—17p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cognitive Development, *Correlation, *Infants, Longitudinal Studies, *Preschool Children, Preschool Education, *Test Validity

Identifiers—*Bayley Scales of Infant Development, *McCarthy Scales of Children's Abilities

This correlational study was part of an experimental project study on abused and non-abused children between the ages of two months and six years. Thirty-one children were administered the Bayley Scales of Infant Development (BSID) and the McCarthy Scales of Children's Abilities (MSCA). To determine the extent of MSCA and BSID rela-

tionship, Pearson product moment correlations were calculated. The MSCA Verbal Scale and General Cognitive Index correlated significantly with the BSID Mental Scale. There was, however, only one significant correlation between the BSID Motor Scale and the MSCA Scales. Based on these data, the MSCA seems to be an appropriate follow-up measure for use in longitudinal studies in which the BSID is utilized to measure infants' cognitive functioning. (BW)

ED 208 035 TM 810 732

Thompson, Pat

The Consistency of Title I Evaluation Results for Commonly Used Test Batteries.

Pub Date—Apr 81

Note—37p; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Achievement Tests, *Comparative Analysis, *Diagnostic Tests, Educational Assessment, Elementary Education, *Mathematics, *Reading Achievement, *Standardized Tests, Test Use

Identifiers—Normal Curve Equivalent Scores, Test Batteries, *Title I Evaluation and Reporting System

This study compares test battery results through carefully planned analysis of actual Title I evaluation data. The goal of the study is to derive practical recommendations regarding the results of commonly used test batteries which would be helpful at the local level. A criticism of the comparability assumption underlying the Title I evaluation and reporting system (TIERS) is not intended, rather, comparability within the current system with hopes of deriving useful recommendations is investigated. Six data sets from four Midwestern states from 1979 and 1980 were used. Data from reading and math programs, grades two through six, were included. Finding of this study include: (1) very few test batteries are actually given to 80% or more of the students; (2) normal curve equivalents from the Stanford Diagnostic Reading Test 76 and the Stanford Diagnostic Math Test 76 are often erroneously high because of incorrect conversion of Spring test scores; and (3) the 1978 edition of the Gates Mac Ginitil Test appears to yield larger gains than the 1964-65 edition. (Author/GK)

ED 208 036 TM 810 733

Bode, Rita K.

Comparison of Pretest and Reanalysis Results of an Item Bias Study.

Pub Date—Apr 81

Note—31p; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Achievement Tests, Intermediate Grades, *Item Analysis, *Racial Bias, *Sex Bias, *Test Bias, Test Items

Identifiers—*SRA Achievement Series

This presentation compares the results of a reanalysis of items in one form of a level of the 1978 SRA Achievement Series with the results from the pretest analysis. The bias analyses were performed on white or majority, black, Hispanic, male, and female samples from the pretest and two subsequent samples. Comparisons were made in terms of the consistency of identification of biased items, the direction of bias, and baseline comparisons across samples within a sex or racial/ethnic group. Results show less than expected consistency of identification; effective balancing of items in direction of bias; the importance of sample size in consistency; and inconclusive results in the baseline comparisons. (Author)

ED 208 037 TM 810 734

Fuqua, Dale R. Hartman, Bruce W.

Examining the Effects of Incentives on the Return Rates of Mailed Surveys.

Pub Date—[77]

Note—30p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.
 Descriptors—Data Collection, *Incentives, *Literature Reviews, *Responses, *Surveys
 Identifiers—Linear Tests, *Mail Surveys, *Response Rates (Questionnaires)

Although the mail survey is an efficient method for collecting data, its major disadvantage of non-response bias is reflected in the number of studies conducted investigating the effects of incentives to increase response rates. Linsky (1975) reviewed studies investigating the use of incentives to increase mailed return rates and found inconsistencies regarding the efficacy of various incentives. The present study used two different approaches in an attempt to resolve inconsistencies found among articles regarding the use of incentives to increase mailed survey response rates. It was hypothesized that a uniform method of analysis for all articles might resolve the reported inconsistencies. This possibility was examined as Experiment I. In addition, it was hypothesized that pooling data across studies by summing the number of returned and total number of survey questionnaires at each treatment level might also resolve the reported inconsistencies. This approach was examined as Experiment II. The results of each experiment are discussed and a summary of the findings is reported. (Author)

ED 208 038 TM 810 735

Cook, Linda L. And Others

IRT Equating: A Flexible Alternative to Conventional Methods for Solving Practical Testing Problems.

Pub Date—Apr 81

Note—56p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143) — Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—College Entrance Examinations, Comparative Analysis, *Equated Scores, *Feasibility Studies, *Latent Trait Theory, *Mathematical Models, Methods

Identifiers—Equipercile Equating, Frequency Estimation Equipercile Equating, Linear Equating Method, *National Merit Scholarship Qualifying Test, *Preliminary Scholastic Aptitude Test

The purposes of this study are: (1) to compare the results of linear, equipercile, frequency estimation equipercile and item response theory (IRT) true formula score equating; and (2) to investigate the feasibility of using IRT methods to equate new forms of the Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT) to each other directly. Equating samples for all methods, except the frequency estimation approach, contained approximately 2,000 randomly-selected cases from data obtained at the regular administrations of each of the old and new forms. Larger samples were used for the frequency estimation approach. The most notable aspect of the results obtained from the comparison of the four methods was the marked agreement found among them. The results also indicated that it is feasible to use IRT methods to equate the two forms of the PSAT/NMSQT directly. (BW)

ED 208 039 TM 810 736

Petersen, Nancy S. And Others

IRT Versus Conventional Equating Methods: A Comparative Study of Scale Stability.

Pub Date—Apr 81

Note—47p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Entrance Examinations, Comparative Analysis, *Equated Scores, *Latent Trait Theory, *Mathematical Models, Methods, Scoring, Test Reliability

Identifiers—*Equipercile Equating, *Linear Equating Method, Scholastic Aptitude Test

Three equating methods were compared in terms of magnitude of scale drift: equipercile equating, linear equating, and item response theory (IRT) equating. A sample of approximately 2670 cases was selected for each pairing of a form of the Scholastic Aptitude Tests (SAT) and an anchor test. Of the two conventional equating methods, equipercile

equating was less satisfactory than linear equating. The IRT methods did not behave in the same manner for the verbal and the mathematical equating chains. For the verbal chain, the IRT methods were greatly superior to the conventional methods. For the mathematical chain, the Levine models of linear equating and the IRT concurrent method tended to give very similar results. If it were necessary to use the same equating method for both SAT-Verbal and SAT-Mathematical forms, it appears that the IRT concurrent method would be the best equating method for reducing scale drift over time. (Author/BW)

ED 208 040 TM 810 737

Kulik, James A.

***Integrating Findings from Different Levels of Instruction.**

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—Apr 81

Grant—SED-79-20742

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Aptitude Treatment Interaction, Elementary Secondary Education, Higher Education, Individual Instruction, Mathematics Instruction, *Research Methodology, Research Needs

Identifiers—*Meta Analysis

The type of study proposed by Cronback for studying aptitude-treatment interactions (ATIs) has proved to be disappointing in several respects: it produces ATIs that do not replicate, that are not especially interesting, and that are difficult to use in practice. Glass's meta-analysis methodology, although developed for a different purpose, sometimes yields information about ATIs: about which treatments are especially effective for certain types of learners. This point is illustrated by a survey of research on individual instruction in mathematics. It is recommended that meta-analysis be used more as a means of investigating ATIs because the results seem to be replicable, stimulating from the standpoint of instructional theory, and have clear implications for practice. (Author/BW)

ED 208 041 TM 810 739

Martin, Jeanne Evertson, Carolyn M.

Multilevel Analyses of Teacher-Student Relationships in Junior High Classrooms.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—RDCTE-RR-4081

Pub Date—Dec 80

Contract—OB-NIE-G-80-0116

Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Available from—Communication Services, Research and Development Center for Teacher Education, Education Annex 3.203, The University of Texas at Austin, Austin, TX 78712.

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Classroom Observation Techniques, Classroom Research, *English, *Junior High Schools, *Secondary School Mathematics, Secondary School Teachers, *Student Behavior, Student Teacher Relationship, *Teacher Behavior

Identifiers—California Achievement Tests, *Texas Junior High School Study

Classroom behaviors from the Texas Junior High School Study were related to achievement using both class means and student scores within classes as the units of analysis. Behaviors significantly related to achievement at the class level of analysis were not related to achievement within the class and vice versa. There was no clear pattern of significant relationships at the class level of analysis. However, significant within-class relationships did form a pattern indicating that students who were not as successful academically as other students in the class with similar entering ability, tended to act differently in the classroom and were treated differently by the teacher. Several explanations were offered for this pattern of teacher-student interactions oc-

curing within classes. It was concluded that results obtained at one level of analysis cannot be generalized to other levels. Therefore, it is important that multilevel classroom data be analyzed at both the class and student within class levels to develop a more thorough understanding of the relation of classroom processes to student achievement. (Author)

ED 208 042 TM 810 741

Halpin, Gerald And Others

Research on Writing: A Search for Objective Measures Related to Holistically Scored Essays.

Pub Date—Mar 81

Note—13p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Philadelphia, PA, March, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Correlation, *Essay Tests, Higher Education, Holistic Evaluation, *Multiple Choice Tests, Testing Problems, *Test Validity, Writing (Composition), Writing Research, *Writing Skills

Identifiers—Missouri College English Test

Controversy has characterized the research on writing. On the one side are those who state that, to evaluate achievement in writing, evaluate the writing of students. On the other side are those pointing out the problems associated with direct measures of writing such as low reliability and high cost in terms of time and often dollars. The purpose of this study was to determine if select objectively measured indirect indicators of writing ability do account for scores obtained on holistically scored direct measures of writing ability. The indirect measure was the Missouri College English Test, composed of 90 multiple-choice items assessing punctuation, capitalization, grammar, spelling, sentence style and structure, and paragraph organization. The direct measure was an essay on a general topic, to be written in 30 minutes. Bivariate and multiple correlational analyses were conducted between each subset of the Missouri test and the essay. All six independent measures together accounted for 26 percent of the variance in the essay scores. These results might make questionable the sole use of indirect measures for making decisions about competence in written English. (Author/BW)

ED 208 043 TM 810 745

Spooner, Kendrick L. Curtis, Douglas R.

Impact Evaluation of the Area Vocational School Delivery System. Executive Summary (and) Technical Report.

Center for Education and Management, Inc., Greeley, Colo.

Spons Agency—Colorado State Board for Community Colleges and Occupational Education, Denver.

Pub Date—Sep 80

Note—238p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Administrator Attitudes, Advisory Committees, Counselor Attitudes, *Delivery Systems, Interviews, Postsecondary Education, *Program Evaluation, Questionnaires, *Regional Schools, Secondary Education, *Vocational Schools

Identifiers—*Colorado

The purposes of this study were to describe: (1) the structure, services, programs, problems, and other characteristics of area vocational schools; (2) the impact of services provided by the area vocational schools on students; and (3) the local school administrators' perceptions of the area vocational school system. It was found that communication and coordination between the cooperating schools and the area vocational school were adequate. Adult education programs were the weakest portion of most area vocational school delivery systems. Problems in serving districts in geographical isolation areas and areas with low population densities were also identified. Sixteen recommendations are provided as guides for implementing programs to assist area vocational schools. In summation, the students, administrators, and counselors from both the area vocational schools and cooperating districts report overall satisfaction with the area vocational school's ability to deliver quality vocational education at the secondary and post-secondary levels. (Author/BW)

200 Document Resumes

ED 208 044 TM 810 746

Goodman, Samuel A. Frechtling, Joy A.
The Minority/Majority Experiences Study, 1978-79: Gifted and Talented Services.
Montgomery County Public Schools, Rockville, Md. Dept. of Educational Accountability.
Pub Date—Aug 80

Note—34p.
Pub Type—Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Asian Americans, Black Students, *Equal Education, *Gifted, Hispanic Americans, *Program Evaluation, *Racial Discrimination, *Special Programs, Talent Identification, White Students

Identifiers—*Montgomery County Public Schools MD

The purpose of the Minority/Majority Experiences Study was to secure baseline data on the status of the Montgomery County Public Schools (MCPS) as regards issues of educational equity. The present report examines services for the gifted and talented and advanced placement students. The study found that gifted and talented programs are available in about half the MCPS schools. The majority of the programs are less than two hours per week in duration and are limited in grade coverage. Raising serious questions regarding the sufficiency and equitability of program offerings. Analysis of participation data shows that blacks and Hispanics are severely underrepresented relative to whites and Asians in gifted and talented programs. The problem is especially noticeable for blacks. In addition, analyses suggest that the multicriterion selection procedure, intended to supplement selection based on test score performance, was not uniformly benefiting all groups of students. Participation data on advanced placement courses generally are consistent with that found for the gifted and talented program. Black and Hispanic students are underrepresented relative to whites and Asians. At all levels of the school system, therefore, the data show differential access to services as a function of racial group. (Author/BW)

ED 208 045 TM 810 747

Silverstein, Robert
A Comparison of Federal, State and Local Policies Affecting Education of Handicapped Children in Montgomery County Public Schools.
Montgomery County Public Schools, Rockville, Md. Dept. of Educational Accountability.
Pub Date—May 80

Note—199p; Not available in paper copy due to small print in many of the tables.
Pub Type—Information Analyses (070) — Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Disabilities, *Federal Legislation, Federal Regulation, *Government School Relationship, School Districts, *Special Education, *State Legislation, State Standards
Identifiers—*Montgomery County Public Schools MD

An analysis of the relationship between federal, state, and local policies, procedures, and documents governing the implementation of special programs for the handicapped was commissioned by the Montgomery County Public Schools (MCPS) Department of Educational Accountability in the summer of 1979. The purpose of this analysis was to determine whether existing MCPS documents are consistent with federal and state documents, sufficiently comprehensive, or excessive in relation to the documents at the federal and state levels. The adequacy of the procedures for compiling these documents was also examined to determine whether or not they were readily available to parents and staff. The analysis examined available documentation, including relevant MCPS policies and procedures, administrative directives, Access to Continuum Education Services (ACES), federal and state legal documents, relevant materials published by the Maryland State Department of Education, and personal correspondence involving legal clarifications or interpretations requested by local school districts. The analysis showed that generally MCPS documents are consistent with federal and state legislation, do not exceed federal and state requirements, and meet the criteria of comprehensiveness. However, in some specific areas, shortcomings were identified. In addition, the analysis showed that the present system for compiling policies is inadequate. (Author/BW)

ED 208 046 TM 810 754

Spooner, Kendrick L.
Survey of Non-Completers and No-Shows of Vocational Programs in Colorado. Executive Summary (and) Technical Report.
Center for Education and Management, Inc., Kersey, Colo.

Spons Agency—Colorado State Board for Community Colleges and Occupational Education, Denver.

Pub Date—Jul 80

Note—84p.

Pub Type—Reports - Research (143) — Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Attendance, Career Counseling, Career Education, *Dropouts, Program Evaluation, *School Holding Power, Secondary Education, *Vocational Education

Identifiers—*Colorado, *No Shows

The 3,750 non-completers of Colorado Vocational Education Programs are significant in that students not completing at least 50 percent of their program are less likely to obtain permanent related employment. This study addresses the question of why students have not completed their programs, from the students' and the counselors' points of view. The purpose of this study was to define why students have not completed the program, and identify prescriptive measures for reducing the problem. The major reasons why students do not complete programs were moving out of the district and dropping out of school. Improved guidance and counseling, and career education processes could impact approximately 25 percent of these students. No-shows were a particular problem for a certain type of registration process. The major reasons for no-shows appeared to be that students had scheduling conflicts and lack of student interest. Career guidance and counseling may be an effective tool for decreasing the number of no-shows. (Author/BW)

ED 208 047 TM 810 758

Irwin, James R.

Annual Evaluation Reports: ESAA Basic Projects Reading Components, (and) Final Evaluation Report: 1978-79 Detroit Objective Referenced Testing Program (DORT).

Detroit Public Schools, Mich. Dept. of Research and Evaluation.

Spons Agency—Bureau of School Systems (DHEW/OE), Washington, D.C.

Pub Date—Nov 79

Note—174p.

Pub Type—Reports - Evaluative (142) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Criterion Referenced Tests, Grade 4, Grade 7, Intermediate Grades, Junior High Schools, *Parent Participation, *Reading Achievement, Reading Tests, Testing Programs
Identifiers—*Detroit Objective Referenced Testing Program, *Detroit Public Schools MI, Emergency School Aid Act 1972

Three components of the Detroit Emergency School Aid Act (ESAA) Basic Projects are evaluated here: (1) Individualization of Instruction: Elementary and Middle School Sub-Component; (2) Total Curriculum Reading Thrust: Elementary and Middle School Sub-Component; and (3) Parent Training: Home Curriculum Specialists and Assistants Sub-Component. All Detroit elementary, middle school, and special education teachers implement individualized instructional strategies through city-wide diagnostic/prescriptive management system known as the Detroit Objective Referenced Test system (DORT). Parent involvement is solicited through participation in the Home Curriculum Program. Results indicate a steady growth and upward improvement in fourth grade reading scores on 19 objectives. The seventh grade results also indicate a continuous, steady, upward growth and improvement in reading scores. The Home Curriculum Program functioned at a high level on both a city-wide basis and within individual regions at the middle school level. (Author/BW)

ED 208 048 TM 810 760

Baack, Clifford M. Frankel, Steven M.
Cost Effectiveness of Premium Versus Regular Gasoline in MCPS Buses.

Montgomery County Public Schools, Rockville, Md. Dept. of Educational Accountability.

Pub Date—Sep 79

Note—17p.

Pub Type—Reports - Research (143) — Reports -

Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Comparative Analysis, *Cost Effectiveness, Elementary Secondary Education, *Fuel Consumption, *School Buses, School District Spending
Identifiers—*Montgomery County Public Schools MD

The primary question posed in this study is whether premium or regular gasoline is more cost effective for the Montgomery County Public School (MCPS) bus fleet, as a whole, when miles-per-gallon, cost-per-gallon, and repair costs associated with mileage are considered. On average, both miles-per-gallon, and repair costs-per-mile favor premium gasoline by a slight margin. However, cost-per-mile significantly favors the use of regular gasoline with the net result that the total cost-per-mile is approximately one-half cent less for regular gasoline. Based on a bus fleet operation of 7,973,488 miles annually, the potential savings for MCPS by the use of regular gasoline are \$39,070 or approximately 2.6 percent of the \$1,475,200 budgeted in Fiscal Year 1979 for bus operation and maintenance. Study results confirm the decision a year ago to convert the school bus fleet to regular gasoline. If the difference in cost between regular and premium gasoline continues to increase, the projected savings from that decision will also increase. Secondary study results suggest the need for continuing to monitor the scope of bus operations, to enable effective management decisions concerning this matter. (Author/KM)

ED 208 049 TM 810 772

Raivetz, Mark J. And Others
High School for the Creative and Performing Arts: Student Attitudes and Perceptions. Report 8051.
Philadelphia School District, Pa. Office of Research and Evaluation.

Pub Date—Mar 80

Note—35p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Attitude Measures, *Creative Art, Creative Writing, Dance, Drama, Educational Environment, Educational Facilities, High Schools, Magnet Schools, Music, Nondiscriminatory Education, *Program Evaluation, *School Attitudes, *Student Attitudes, Visual Arts
Identifiers—Philadelphia School District PA

The High School for the Creative and Performing Arts was opened in February, 1978. This magnet school, partially funded by the Emergency School Aid Act (ESAA), was designed to provide a desegregated experience for interested students in the areas of creative writing, drama, dance, art, and music (both instrumental and vocal). As a part of the evaluation of the school's program, a questionnaire was administered to students in grades nine, ten, and eleven in June 1979. The school will graduate its first senior class in June, 1980. Students' perceptions of the school program with respect to homework, availability of materials, performances and presentations, course content, school facilities, and racial attitudes were all explored in the fifteen item questionnaire. Students' perceptions of the school were overwhelmingly positive. They reported success in both academic and performance areas. In response to the question: "If you had it to do all over again, would you choose to attend The High School for the Creative and Performing Arts?" a total of 88 percent responded "Yes." Asked to rate the relationships among the various races at the school, over 93 percent rated them better than average or good. (Author)

ED 208 050 TM 810 788

DeMauro, Gerald E.
Achievement in Basic Skills Improvement, 1981.
New Jersey State Dept. of Education, Trenton. Div. of Research, Planning, and Evaluation.

Pub Date—Apr 81

Note—29p; Colored background will be marginally legible.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Achievement, *Basic Skills, Comparative Analysis, *Compensatory Education, Elementary Secondary Education, Intervention, Language Arts, Mathematics, *Outcomes of Education, Reading Achievement, Scores, *State Programs
Identifiers—Elementary Secondary Education Act Title 1, *New Jersey

The status of New Jersey school districts' evalua-

tion and reporting network of compensatory education programs is surveyed. The procedures involved in the analysis are explained, and the results are interpreted. The reported analyses compared actual student growth to growth that could be expected without Basic Skills Improvement (BSI) program intervention. In all cases, the program accelerated the acquisition of basic skills. Analyses evaluate scores from the Fall 1979 pretest and Spring 1980 posttest of students enrolled in BSI programs. Results show improvement in reading skills, language arts, and especially, computation skills. Of special interest is that districts of higher socioeconomic status outscored the means of the tests' standardization samples. The current data are consistent with previous years in showing large gains for elementary school students and smaller gains for high school students. (Author/GK)

ED 208 051 TM 810 794
Summary of Achievement Test Scores-1980.

School-by-School Test Results.
Detroit Public Schools, Mich. Dept. of Research and Evaluation.

Pub Date-80
Note-341p.

Pub Type-Numerical/Quantitative Data (110)
EDRS Price - MF01/PC14 Plus Postage.

Descriptors-Achievement Tests, Educational Assessment, Elementary Secondary Education, Local Norms, *Mathematics, Primary Education, *Reading Achievement, *Scores, *Testing Programs

Identifiers-California Achievement Tests, *Detroit Public Schools MI, Michigan Educational Assessment Program, Ninth Grade Communication Skills Test

This report summarizes test score information on a city-wide, regional, and school-by-school basis for staff and community review of pupil progress in reading and mathematics achievements, Primary Unit through grade 11. The data were obtained in the 1979-80 school year. Norm- and criterion-referenced tests were used. The intent of the report is to contribute to communications between the school system and those served by it, and to provide a common factual basis for setting priorities and carrying out improvements in Detroit's educational system. (Author/GK)

ED 208 052 TM 810 801
Grasswald, Jules

City-Wide Summaries, City-Wide and District Performance Distributions, Kindergarten through Grade Twelve, 1978-79 Philadelphia City-Wide Testing Program, February 1979 Achievement Testing Program. Report No. 8004. Philadelphia School District, Pa. Office of Research and Evaluation.

Pub Date-Sep 79
Note-161p.

Pub Type-Numerical/Quantitative Data (110)
EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Achievement Tests, *Basic Skills, Educational Assessment, *Elementary Secondary Education, Local Norms, *Scores, *Testing Programs

Identifiers-California Achievement Tests, *Philadelphia School District PA, Stanford Early School Achievement Test

Basic skills achievement test results of pupils in the Philadelphia School District, based upon the February 1979 Philadelphia City-Wide Testing Program involving kindergarten through grade 12, are reported. The city and district performance distributions show the combined percentages of pupils in scoring within various national percentile rank ranges. In addition to a report summary, graphs of results, summary tables of city-wide results, and comparison tables for the city and each of the eight administrative districts are provided. (Author/GK)

ED 208 053 TM 810 803
Myerberg, N. James And Others

Annual Test Report, 1979-80.
Montgomery County Public Schools, Rockville, Md. Dept. of Educational Accountability.

Pub Date-Nov 80
Note-439p; Small print in Appendices.

Pub Type-Numerical/Quantitative Data (110) - Information Analyses (070)

EDRS Price - MF01/PC18 Plus Postage.

Descriptors-Achievement Tests, Elementary Secondary Education, Local Norms, *Longitudinal Studies, *Scores, *Standardized Tests, Testing Programs

Identifiers-Montgomery County Public Schools

MD

Developed as an easy to use reference on test data for Montgomery County Public Schools (MCPS), this report is divided into two sections: analysis of county data and analysis of school data. Features of the report are as follows: (1) a longitudinal analysis of performance of students tested in MCPS in 1976, 1978 and 1980; (2) school results broken out for students tested in a school more than once and for those transferring into and out of the school; (3) breakdowns of county test results by racial/ethnic and sex groups; (4) College Board results by school; and (5) a graphic presentation of the range of test performance in each school. Appendices include the raw data used for the countywide analysis, and a glossary of the statistical and testing terms used throughout the report. (Author/GK)

ED 208 054 TM 810 810
Caro, Francis G.

Leverage and Evaluation Effectiveness.
Community Service Society of New York, N.Y.
Spons Agency-Robert Sterling Clark Foundation, Inc., New York, N.Y.

Pub Date-May 80
Note-23p.

Pub Type-Opinion Papers (120) - Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Evaluators, Financial Support, *Models, *Program Evaluation, *Social Services
Identifiers-Evaluation Research, Regulatory Agencies, *Regulatory Evaluation

Weakness in evaluations often can be traced to structural limitations in the positions of evaluation researchers. Conventional human relations techniques often are an insufficient basis for securing strong support for evaluation research. Strategies for increasing evaluation research leverage are reviewed. Alignment of evaluation research with regulatory bodies with authority to suspend public program expenditures is advocated. Several likely obstacles in the development of the regulatory evaluation model are anticipated and addressed. (Author)

ED 208 055 TM 810 811
Park, Wook

On-Site Evaluation in Illinois.
National Assessment and Dissemination Center for Bilingual Education, Fall River, Mass.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Report No.-ISBN-0-89857-161-8
Pub Date-79

Note-25p.

Pub Type-Reports - Research (143) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Bilingual Education, Elementary Secondary Education, *Field Tests, *Formative Evaluation, *Program Evaluation, School Community Relationship, *State Programs
Identifiers-Bilingual Programs, *Illinois

In this monograph, technical jargon is avoided and a variation is described from the common approaches to evaluation that emphasize experimental design and pretesting and post-testing. In this variation the emphasis is upon the processes and procedures of the bilingual programs in Illinois and information is obtained by visiting teams, hence the author's reference to "on-site evaluation." Each team had a cross-section of administrators and teachers from other schools, community members, and personnel from colleges and universities. There are three purposes intended by the on-site evaluations: first, provide immediate feedback to the project staff; second, provide a learning experience for team members; and, third, provide the State Office of Education with information on the strengths and weaknesses of bilingual projects. The three purposes are described and the results of aggregating the information involved in the third purpose are summarized. (Author/GK)

ED 208 056 TM 810 812
Bourke, S. F. And Others

Performance in Literacy and Numeracy: 1980.

Australian Education Council, Canberra.

Report No.-ISBN-0-642-06843-7

Pub Date-81

Note-238p.

Available from-Australian Government Publishing Service, P.O. Box 84, Canberra, 2600, Australia.

Pub Type-Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Academic Achievement, *Comparative Analysis, Criterion Referenced Tests, *Educational Assessment, Elementary Secondary Education, Foreign Countries, *Mathematics Achievement, *Reading Achievement, Test Construction, Testing Programs, *Writing Skills

Identifiers-Australia, Australian Studies in Student Performance

The Australian Studies in Student Performance project was a response by the Australian Education Council to community concern about Australian education standards. It was intended that the results of an empirical study in literacy and numeracy would make a useful contribution to the continuing debate about student achievement. Thus, a study was designed to allow statements to be made about student performance throughout Australia in 1980 on tasks in reading, writing, and numeration. Also, comparisons would be provided between 1975 and 1980 student performance. A rationale for the tests administered is given, as is a description of test development; information on the sampling design is provided, and the samples are described; and the administration of the testing program and preparation of data analysis are described. (Author/GK)

ED 208 057 TM 810 820
Herman, David O.

Reducing Sex Bias in Ability Tests.

Pub Date-24 Aug 81

Note-9p.; Paper presented at the Annual Meeting of the American Psychological Association (Los Angeles, CA, August, 1981).

Pub Type-Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Ability, *Measures (Individuals), *Sex Bias, *Sex Differences, *Test Construction, *Testing Problems

Three aspects of sex bias in ability tests are discussed. The first two areas of concern are the surface qualities of test items (surface, in the sense that these qualities may be seen by inspection and do not require empirical data), and the equating of male and female score distributions through item analysis and item selection techniques. The greater part of this paper focuses on any sex differences in test scores that remain after a test's content has been set, and how these differences may be handled to reduce or eliminate sex bias at the point when test interpretation leads to actions and plans for the future. The surface qualities of items include any aspect of their wording or their illustrations that suggest sexual inequality. "Sexist" language and art work, either within single items or summed across an entire test, are relatively easy to detect and eliminate through careful editing. (Author/GK)

ED 208 058 TM 810 821
Regents Examinations and Competency Tests:

School Administrator's Manual. 1981 Edition.
New York State Education Dept., Albany. Bureau of Elementary and Secondary Educational Testing.

Pub Date-81

Note-64p.

Pub Type-Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Disabilities, *Graduation Requirements, *Minimum Competency Testing, Scoring, Secondary Education, *State Programs, Testing, Testing Problems, *Testing Programs

Identifiers-New York State Regents Examinations, Test Reporting

Intended for use by school administrators, guidance counselors, teachers, and proctors, this manual contains general information on Regents examinations and competency tests. Specifically, the regulations and procedures for ordering, administering, and rating these examinations are described. Information is also included about the competency testing requirements for a local diploma, the Regent endorsement of a local diploma, and the granting of credit for Regents courses. Information for further technical assistance is provided. (Author/GK)

ED 208 059 TM 810 823

Title I Elementary and Secondary Education Act, 1965: Evaluation Reports 1979-80. Cleveland Public Schools, Ohio. Dept. of Research, Development and Evaluation.

Spons Agency—Department of Education, Washington, D.C.

Pub Date—81

Note—226p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Compensatory Education, Elementary Secondary Education, Program Effectiveness, Program Evaluation, State Programs

Identifiers—Cleveland Public Schools OH, Elementary Secondary Education Act Title I, Program Objectives

This publication presents the latest findings about the effects of Title I programs in the Cleveland, Ohio, schools. These evaluation reports cover the 1979-80 program period, and present information about the effectiveness of each program in attaining the objectives proposed for each component. The programs include: Child Development Project; Children in Institutions Project; Cleveland Fundamental School Basic Skills Reinforcement Project; Diagnostic Reading Clinic; English-As-A-Second Language Project; Mathematics Skills Improvement Project; Project Reach; Project STAR; Pupil Adjustment Project; Reading Improvement Project; Reading Strategy Project; and Resident Tutor Project. (Author/GK)

ED 208 060 TM 810 825

Baron, Joan Boykoff And Others

Will the "Real" Proficiency Standard Please Stand Up?

Pub Date—29 Apr 81

Note—44p.; Paper presented at the Annual Meeting of the New England Educational Research Organization (Lenox, MA, April 29, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Standards, Basic Skills, Comparative Analysis, Cutting Scores, Educational Assessment, Elementary Secondary Education, Methods, Minimum Competency Testing, Multiple Choice Tests

Identifiers—Angoff Methods, Borderline Group Method, Connecticut, Contrasting Groups Method, Nedelsky Method, Ninth Grade Proficiency Test

Connecticut's experience with four different standard-setting methods regarding multiple choice proficiency tests is described. The methods include Angoff, Nedelsky, Borderline Group, and Contrasting Groups Methods. All Connecticut ninth graders were administered proficiency tests in reading, language arts, and mathematics. As soon as final test forms were developed, the Connecticut State Department of Education (CSDE) began the process of setting standards. Four groups of subject matter experts participated as judges in the process using the Angoff and Nedelsky methods. For the Borderline and Contrasting Groups Methods, data were collected regarding proficient, borderline, or non-proficient students. General results showed that different techniques result in different cut scores and problem areas; thus, only one method should be used so implications of each cut score may be analyzed. Limitations concerning the methods are described, and recommendations are stated. (Author/GK)

ED 208 061 TM 810 832

Accountability Testing Handbook.

Montgomery County Public Schools, Rockville, Md.

Pub Date—Aug 80

Note—77p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Definitions, Elementary Secondary Education, Objectives, Scores, Standardized Tests, Test Format, Testing, Test Interpretation

Identifiers—California Achievement Tests, Montgomery County Public Schools MD, Test Reporting

The purpose of this handbook is to acquaint principals and teachers with the California Achievement Tests, mandated by the Maryland State Department of Education. Reports of the test results are also discussed. The first chapter describes the test and provides examples of question formats.

A table of the objectives measured is also included. The second chapter presents reports that are distributed to the schools, and an explanation of the data on the reports with suggestions for their use. Also included are the School Frequency Distributions, Mean Score Report, Percent Correct by Objective, and the Individual Test Report. Commonly used technical testing terms are defined in the final chapter. (Author/GK)

ED 208 062 TM 810 833

Rankings of the Counties and School Districts of South Carolina, 1978-79, 1980 Edition.

South Carolina State Dept. of Education, Columbia.

Pub Date—Mar 80

Note—305p.

Available from—Mr. James R. Felker, Jr., Education Program Specialist, Office of Research, Room 607, Rutledge Building, Columbia, SC 29201 (Free to South Carolina public school administrators; \$5.00 all others).

Pub Type—Guides - Non-Classroom (055) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Elementary Secondary Education, Institutional Characteristics, Public Education, School Demography, School Districts

Identifiers—Ranking, South Carolina

Information in this public document was prepared to assist public school administrators in planning and identifying needs. There are 95 ranked characteristics relating to public education in South Carolina arranged alphabetically by district name, and numerically in order of magnitude of the particular characteristic value. Footnotes supplied after each table as well as an explanatory notes section are supplied to clarify the characteristics of interest. Tables include population, economic, pupil, professional staff, and financial information. (Author/GK)

ED 208 063 TM 810 836

Edwards, Sarah

Statistical Profile 1979-80.

Montgomery County Public Schools, Rockville, Md. Dept. of Educational Accountability.

Pub Date—Jan 80

Note—282p.; Small print throughout document.

Pub Type—Guides - Non-Classroom (055) — Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Elementary Secondary Education, Nontraditional Education, Profiles, Public Schools, School Demography, School Districts, School Statistics

Identifiers—Montgomery County Public Schools MD

This report provides information about the Montgomery County Public Schools (MCPS); specifically, it reports statistical data about schools and their administration on a school-by-school and office-by-office basis. The report is organized into seven sections: (1) purpose and organization of the report and definition of terms; (2) county and school system data; (3) county summaries of school profiles; (4) school and administrative area profile; (5) alternative center profiles; (6) administrative offices and departments profiles; and (7) list of specialized statistical reports about MCPS. All of the data elements are listed and individually defined; their sources are also identified. (Author/GK)

ED 208 064 TM 810 838

Project Plan: The MEDARP Documentation Unit to the School Improvement and Local School Development Projects.

New York City Board of Education, Brooklyn, N.Y.

Office of Educational Evaluation.

Pub Date—Aug 80

Note—40p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Agency Cooperation, Data Analysis, Documentation, Elementary Secondary Education, Formative Evaluation, Information Dissemination, Needs Assessment, Program Evaluation, Program Improvement, Technical Assistance

Identifiers—Metropolitan Educational Development Research Proj, New York City Board of Education

The Metropolitan Educational Development and Research Project (MEDARP) Documentation Unit, located in the Office of Educational Evaluation (OEE) at the New York City Board of Education, is funded by the Ford Foundation to

document, evaluate and provide technical assistance to the School Improvement and Local School Development Projects; these are major school-based constituency planning programs presently operating in the New York City public schools. The Unit also analyzes various documentary and evaluative data collected, and disseminates the results and conclusions of these analyses. The documentation function of the Unit involves the establishment and maintenance of an independent data base which will insure an impartial, detailed, continuous account of the development and progress of the School Improvement and Local School Development Projects. The evaluation activities of the Unit emphasize ongoing project assessments which provide project staff, school participants, and program sponsors with useful feedback regarding the effectiveness of the projects. Technical assistance activities offered to the projects include the development of documentation, evaluation and needs assessment methodologies. The findings of the evaluation reports and analytic papers prepared by the Unit will be widely disseminated through a variety of written and oral presentations. (Author/GK)

ED 208 065 TM 810 841

State Objectives: Reading, Writing, and Mathematics, Grades K-12. Basic Skills Assessment Program.

South Carolina State Dept. of Education, Columbia.

Pub Date—Sep 79

Note—44p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Basic Skills, Educational Improvement, Educational Objectives, Elementary Secondary Education, Kindergarten, Mathematics, Minimum Competencies, Reading Skills, Statewide Planning, Writing Skills

Identifiers—South Carolina Department of Education

Pursuant to legislative requirements regarding the establishment of statewide educational objectives in the basic skills for kindergarten through grade 12, such objectives were developed by the South Carolina State Board of Education. Identification of objectives was accomplished through two different projects. The procedures used in each of the identification processes, and the rationale for the resulting objectives are described. Eighteen kindergarten objectives represent the primary components of what is considered to be a strong readiness program aimed at future success in reading, mathematics, and writing. Each objective is followed by a clarification in which activities (ranging in difficulty) are suggested for helping students attain mastery. The grades 1-12 objectives were formulated to be broad in scope, each subsuming a series of lesser enabling skills. In the areas of reading, writing, and mathematics, non-combinable skills which could become ongoing aims for grades 1-12 teachers were isolated. The objectives are presented in subject matter groups and organized by grade level. (Author/GK)

ED 208 066 TM 810 845

Report on the Implementation of the Basic Skills Assessment Program, 1979-80.

South Carolina State Dept. of Education, Columbia.

Pub Date—Dec 80

Note—41p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Achievement Tests, Basic Skills, Educational Legislation, Elementary Education, Elementary School Mathematics, Reading Skills, School Readiness Tests, State Programs, Test Construction, Testing Programs, Writing Skills

Identifiers—Cognitive Skills Assessment Battery, South Carolina Basic Skills Assessment Program

In compliance with Section 1 of the 1978 Act 631, the following information is reported: (1) the administration of readiness test to all students at the beginning of first grade and (2) the development, field testing, and revision of end of year criterion-referenced tests in Grades 1, 2, 3, 6, and 8. The readiness test was administered statewide to all first grade students in the Fall of 1979. Approximately 60 percent of the students were classified by the readiness test as being "ready" to begin formal first grade instruction, and approximately 38 percent were classified as being "not ready". The local test results provided teachers with information on those areas for which the first grade students needed additional developmental activities. During 1979, pools of test items were developed for the ends of Grades

1, 2, 3, 6, and 8 criterion-referenced tests. The Reading, Writing, and Mathematics Basic Skills Committees reviewed and revised the test item specifications and test items prior to field testing. The results from the field test will be reviewed and revised by the Basic Skills Committee prior to the statewide administration of the Grades 1, 2, 3, 6, and 8 tests. (Author/KM)

ED 208 067 TM 810 857
Teaching and Testing Our Basic Skills Objectives.
Pilot Edition.

Instructional Objectives Exchange, Los Angeles, Calif.; South Carolina State Dept. of Education, Columbia. Office of General Education; South Carolina State Dept. of Education, Columbia. Office of Research.

Pub Date—[81]

Note—317p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Basic Skills, Educational Objectives, Elementary Education, *Elementary School Mathematics, *Instructional Improvement, *Minimum Competency Testing, *Reading Skills, State Programs, Testing Programs

Identifiers—*South Carolina Basic Skills Assessment Program

This pilot edition provides current information to local educators on the Spring 1981 Basic Skills Tests. Input forms are included as a means of obtaining information from district level curriculum coordinators and teachers on the utility of this guide. The guide is designed to be a tool for curriculum and instructional development consistent with assessment of the state objectives in reading and mathematics. A summary of how each objective is tested is provided, including how this information can be translated into activities for teaching basic skills. Although the actual Basic Skills Assessment Program (BSAP) testing is limited to grades 1, 2, 3, 6, and 8, continuous local assessment of grades K through 12 is part of the BSAP. Information in this guide is divided into Reading and Mathematics, and subdivided by objective. (Author/GK)

UD

ED 208 068 UD 021 568
Cleveland Urban Learning Community (CULC):

Evaluation Report

Cleveland State Univ., Ohio.

Pub Date—Jun 80

Note—84p; Some evaluation interview sheets may not reproduce due to small size type.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Academic Achievement, Community Schools, *Curriculum Design, Evaluation Needs, *Multicultural Education, *Nontraditional Education, Parent Attitudes, *Program Effectiveness, *School Community Relationship, Secondary Education, Student Attitudes, Student Interests

Identifiers—*Cleveland Urban Learning Community OH

This report, prepared by students of the College of Education at Cleveland State University, evaluates the Cleveland Urban Learning Community (CULC), a secondary school dedicated to building a sense of community by matching student interest with student learning, and encouraging tolerance for cultural diversity. The evaluation sought to measure the school's achievement for each of its stated goals as well as its ability to assess student academic progress. Students, school staff, parents, graduates, and community members involved with the school were interviewed. Interview results indicate that there is overall satisfaction with the CULC as a community building experience. In regard to congruence between curriculum and student interests, data show that students' interests are given full attention. The paper states that CULC has little or no systematic approach for determining students' academic progress. Finally, concerning the school's goal of encouraging tolerance, it is said that the school's commitment is clearly evidenced in school activities, and the students evince an appreciation of cultural diversity. The appendix contains evaluation materials, including interview questions and answers. (APM)

ED 208 069 UD 021 624

Robinson, Vicki. Comp. Buonaccorsi, Rick. Comp.

Excellence Through Opportunity. ESEA Title I

Reallocation Projects, 1979-1980.

California State Dept. of Education, Sacramento.

Office of Curriculum Services.

Pub Date—80

Note—38p; Some photographs may not reproduce

due to reproduction quality of original document.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Compensatory Education, Economically Disadvantaged, Educationally Disadvantaged, Elementary Secondary Education, Program Content, Program Descriptions, School Districts

Identifiers—*California, Elementary Secondary Education Act Title I

Twelve compensatory education programs that service elementary and secondary school students in California are described in this report. The programs operate in districts that are eligible for Elementary and Secondary Education Act Title I funds. Each brief description includes background information, a discussion of program components, and the names and addresses of contact persons. (MK)

ED 208 070 UD 021 638

Building Coalitions for Educational Priorities.

Educational Priorities Panel, New York, N.Y.

Pub Date—Apr 81

Note—87p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Budgets, Community Involvement, *Community Organizations, *Community Role, Educational Finance, Elementary Secondary Education, Outreach Programs, *Resource Allocation, *School Community Relationship, *Urban Schools

Identifiers—Council on Educational Priorities PA, *Educational Priorities Panel NY, New York (New York), Philadelphia School District PA

This paper analyzes community involvement in education and specifically discusses the activities of the Educational Priorities Panel of New York City. In the monograph's first chapter, citizen involvement in schools is studied in both an historical and contemporary context. The second chapter details New York City's fiscal crisis and the educational dilemma that followed and the emergence of the Educational Priorities Panel pursued its goal of monitoring the school board's budget and insuring that educational monies were devoted to instructional services, not administration. Also described are the panel's internal organization and operating procedure. Chapter three outlines the panel's activities and techniques, covering its research methodologies outreach efforts, and monitoring programs. The last chapter reviews the progress of a similar coalition in Philadelphia, the Council on Educational Priorities. The report concludes by urging the development of such local coalitions in other cities. (APM)

ED 208 071 UD 021 642

Bauder, Thomas A.

Exercises in Cross-Cultural Communication for Teachers of English to Spanish Speakers. Handout Series.

New Jersey State Dept. of Education, Trenton. Office of Equal Educational Opportunity.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—75

Note—33p.

Available from—Pamela Leggio, Assistant Director for National Origin Desegregation, Office of Equal Educational Opportunity, New Jersey State Department of Education, 225 West State Street, Trenton, NJ 08625 (write for price).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Acculturation, *Classroom Techniques, *Cross Cultural Studies, *Cultural Differences, Cultural Exchange, Elementary Secondary Education, English (Second Language), Hispanic American Culture, *Hispanic Americans, Multicultural Education, *Second Language Learning, *Spanish Speaking

Presented here are a series of classroom exercises in cross cultural communication for teachers of English to students whose native language is Spanish. These classroom exercises focus on a variety of topics including: (1) the definition of a culture; (2)

stereotypes; (3) cultural conceptions of space and time; (4) societal values; (5) interpersonal relations; (6) societal change; and (7) language differences in English and Spanish. This guide stresses that in an effective language class, the values, beliefs, and behavior of the culture in which the language is spoken must be discussed, explained, and understood. (Author/APM)

ED 208 072 UD 021 651

Aylesworth, Laurence

Social Adjustment Services: Program Components and Models of Social Adjustment Services for Refugees.

Indochina Refugee Action Center, Washington, D.C.

Spons Agency—Office of Refugee Resettlement (DHHS), Washington, D.C.

Pub Date—Feb 81

Grant—96-P-10003-3-01

Note—59p; For related documents see UD 021 652-654, UD 021 708-709, and UD 021 711.

Pub Type—Guides - General (050)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Acculturation, *Adjustment (to Environment), *Immigrants, Indochinese, Mental Health Programs, *Program Development, Program Evaluation, *Refugees, *Social Services

This guide describes program components and models of social adjustment services for refugees. Various service components of education and training programs, short term and ongoing services, and mental health services are identified. In addition, a range of existing social adjustment program approaches that reflect successful programs in the United States are outlined. The document is intended to be of use in selecting the social adjustment program that will best suit each community. Finally, it serves as a guide to strengthening existing programs. (Author/APM)

ED 208 073 UD 021 652

Reed, Tipawan Troung-Quang

Vocational Training and Skills Recertification:

Program Components and Models of Vocational Training and Skills Recertification for Refugees.

Indochina Refugee Action Center, Washington, D.C.

Spons Agency—Office of Refugee Resettlement (DHHS), Washington, D.C.

Pub Date—Feb 81

Grant—96-P-10003-3-01

Note—77p; For related documents see UD 021 651-654, UD 021 708-709, and UD 021 711.

Pub Type—Guides - General (050)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adjustment (to Environment), *Certification, Immigrants, Indochinese, *Job Placement, Models, *Program Development, *Program Evaluation, *Refugees, *Vocational Education

This guide describes program components and models for the provision of vocational training and skills recertification for refugees. Necessary service components are identified, and possible delivery strategies are outlined with reference to successful programs throughout the United States. The document is intended to help service providers in selecting an approach to vocational training and skills recertification that will best meet the needs of the community. In addition, it serves as a guide for evaluating current services, strengthening existing programs, and developing new proposals. (Author/APM)

ED 208 074 UD 021 653

Erickson, Ellen

Refugee Orientation: Program Components and Models of Orientation for Refugees, Sponsors and Service Providers.

Indochina Refugee Action Center, Washington, D.C.

Spons Agency—Office of Refugee Resettlement (DHHS), Washington, D.C.

Pub Date—Feb 81

Grant—96-P-10003-3-01

Note—61p; For related documents see UD 021 651-654, UD 021 708-709, and UD 021 711.

Pub Type—Guides - General (050)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Acculturation, *Adjustment (to Environment), Immigrants, Indochinese, Land Settlement, *Models, *Orientation, *Program Development, Program Evaluation, *Refugees, *Staff Orientation

This is a guide to program components and models for orientation of refugees, sponsors, and service

providers. Necessary orientation program components are identified and a range of existing orientation models are reviewed with reference to successful programs in the United States. The document is intended to aid in the selection of program models that will suit various communities. In addition, it serves as a guide toward strengthening existing programs, evaluating current services and developing new proposals. (Author/APM)

ED 208 075 UD 201 654

DuVander, Sandra

Health-Related Services: Program Components and Models of Health and Health-Related Services for Refugees.

Indochina Refugee Action Center, Washington, D.C.

Spons Agency—Office of Refugee Resettlement (DHHS), Washington, D.C.

Pub Date—Feb 81

Grant—96-P-10003-3-01

Note—68p; For related documents see UD 021 651-653, UD 021 708-709, and UD 021 711.

Pub Type—Guides—General (050)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adjustment (to Environment), Health Programs, Health Services, Immigrants, Indochinese, Program Development, Program Evaluation, Refugees

This guide covers program components and models for the provision of health and health related services to refugees. The document identifies the necessary components in a health services continuum and outlines a range of health care approaches for refugees that are reflective of successful programs in the United States. This pamphlet is intended to aid in the selection of health services that will suit each community. In addition, it serves as a guide for evaluating current health care efforts, strengthening existing programs and developing new proposals.

ED 208 076 UD 201 657

Graham, Morris A.

Acculturative Stress among Asian, American and Polynesian Students on the Brigham Young University-Hawaii Campus.

Pub Date—Jul 81

Note—41p; Some tables may be marginally legible due to small size type.

Pub Type—Reports—Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Acculturation, Adjustment (to Environment), College Environment, Cross Cultural Studies, Cultural Background, Ethnicity, Hawaiians, Higher Education, Intergroup Relations, Multicultural Education, Second Language Learning, Self Concept, Stress Variables, White Students

Identifiers—Asians, Bell Adjustment Inventory, Brigham Young University Hawaii Campus, Tennessee Self Concept Scale

A study was conducted to measure the relative degrees of acculturative stress among groups of students at the Brigham Young University Hawaii Campus. Specific ethnic groups included in the study were American-Caucasian, Chinese, Japanese, New Zealand-Maori, Tongan, Samoan, Filipino, Hawaiian, and Filipino. Data were collected from students at the school over a five year period. These students were administered psychological tests designed to measure adjustment, depression, self image, and group image. The research determined that acculturative stress was greater among cultural groups (students) where the gap between traditional and imposed (host) culture was significant. In addition, in a multicultural setting, acculturative stress also occurred between accommodating non-host cultures that differed greatly in cultural styles. Finally, it was shown that English language usage imposed the greatest discrimination barrier to all non-American cultures. Depression scores were inversely correlated to English language acquisition. This study yielded several approaches for minimizing acculturative stress on a multicultural campus. (Author/APM)

ED 208 077 UD 201 658

Henderson, Ilona

If You Don't Know What Women Are Like, Just Turn On Your Tube.

Pub Date—78

Note—19p.

Pub Type—Reports—General (140)—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Child Development, Children, Programming (Broadcast), Sex Bias, Sex Role, Sex Stereotypes, Socialization, Television, Television Research, Television Viewing

This paper reviews the research that examines the content of television, especially in its portrayal of women. Studies reporting on the viewing habits of the general population and particularly children are summarized. Also recounted is research that explores the relationship between sex role development in children and the presentation of sex roles on television. This research identifies television as a socializing agent that reinforces traditional sexist stereotypes and, it is said, has a definite impact on children's sex role perception and behavior. The findings from studies that analyzed both programming for children and adults are presented. These research efforts, the paper states, show that neither the programs, nor the commercials designed for both audiences provide suitable models or messages about sex roles for youngsters growing up in this culture. (Author/APM)

ED 208 078 UD 201 659

Wong, Morrison G. Hirschman, Charles

The New Asian Immigrants.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date—[79]

Grant—1-R01-HD-14337-01

Note—30p; Some tables may be marginally legible due to small size type.

Pub Type—Reports—Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Asian Americans, Demography, Employment Level, Employment Patterns, Immigrants, Migration Patterns, Public Policy, Socioeconomic Status

Identifiers—Immigration and Nationality Act 1965

In the early 1960s, Asian immigration to the United States was severely limited. The passage of the Immigration Act of 1965 expanded Asian immigration and ended a policy of racial discrimination and exclusion. Currently, over one third of the total immigrant population to the United States is from Asia, particularly China, Japan, Korea, the Philippines, and India. An analysis of Immigration and Naturalization Service data indicated that: (1) Asian immigration to the United States has increased approximately 600 percent since the early 1960s; (2) the majority of Asian immigrants are admitted under the preference system, especially the relative preference category; (3) the age and sex composition of the Asian immigrant population have remained relatively stable since the early 1960s, though trends vary among Asian groups; and (4) Asian immigrants are about twice as likely to be professional and technical workers than are immigrants from elsewhere. (Author/MK)

ED 208 079 UD 201 664

Feld, Marcia Marker And Others

On the Feasibility of a Grade Level Reorganization for the Providence School System. Volumes I and II. Final Report.

Rhode Island Univ., Providence. Community Planning and Area Development Urban Field Center.

Pub Date—Oct 80

Note—404p; Some tables may be marginally legible due to reproduction quality of original document.

Pub Type—Reports—Evaluative (142)

EDRS Price - MF01/PC17 Plus Postage.

Descriptors—Educational Environment, Educational Policy, Elementary Education, Feasibility Studies, Instructional Program Divisions, Middle Schools, Operating Expenses, School Organization

Identifiers—Providence School District RI

This report is the third and final phase of a year and one-half study on the feasibility of reorganizing the currently splintered grade system in Providence, Rhode Island into a uniform K through 8 structure. The first volume of the report is an overview of the Providence School System and the goals of the feasibility study. A variety of policy options are proposed, and scenario analyses of them are presented. Reviewed are construction and operating costs. The critical issues surrounding grade reorganization are identified, and strategies for solving problems are suggested. Volume II is comprised of nine appendices of relevant papers and data. (MK)

ED 208 080 UD 201 673

Littlefield, Charlyne Butler

Prevalence Study of the Risk of Burns in the Public Schools Population in Charleston, South Carolina (Under the Direction of Stanley Schuman).

Pub Date—81

Note—153p; M.A. Thesis, South Carolina Medical University. Some tables may be marginally legible due to small size type.

Pub Type—Reports—Research (143)—Dissertations/Theses—Masters Theses (042)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Black Students, Elementary Education, Elementary School Students, Females, Fire Protection, First Aid, Health Needs, Injuries, Males, Racial Differences, Safety, Sex Differences, White Students

Identifiers—South Carolina (Charleston)

This Charleston Burn Study was designed to determine the prevalence of the burn risks in the public school population in Charleston, South Carolina. Twelve schools representing a cross section of urban, suburban, rural and military populations participated in the project. Students completed forms that revealed their experience with burns and knowledge of safety and burn treatment. Validation of student responses was conducted by school nurses who attempted to determine the percentage of children accurately reporting burn exposure and experience. Data were compiled in four race-sex groups (black males, black females, white males, white females) and two grade groups (K-4, 5-8). The correct validation proportions between the four race-sex and two grade groups were different. The proportion of correct validation was larger for nurses who knew the students' self-reported burn status at the time of validation. Most burns in the general school population were treated at home. The proportion of correct answers for the questions regarding emergency management of burns was different between groups. The analysis showed a serious underreporting of burn exposure and burn experience for black males. (Author/APM)

ED 208 081 UD 201 674

House, Ernest R. Husen, Torsten

Reports From the National Institute of Education on the Compensatory Education Study (6 Volumes).

National Academy of Education, Washington, D.C.

Pub Date—79

Note—129p.

Available from—National Academy of Education, 11 Dupont Circle, Suite 130, Washington, DC 20036 (\$3.00).

Pub Type—Information Analyses (070)—Reports—Evaluative (142)

Document Not Available from EDRS.

Descriptors—Academic Achievement, Compensatory Education, Disadvantaged Youth, Educational Improvement, Elementary Secondary Education, Evaluation Criteria, Program Administration, Program Evaluation, Program Validation, Resource Allocation

Identifiers—Elementary Secondary Education Act Title I, National Institute of Education

Presented here are reviews of the reports from the National Institute of Education (NIE) on the Compensatory Education Study (an evaluation of compensatory education programs in the United States). Ernest House's article addresses the evaluation study directly. It covers the study's assessment of funding allocations, program administration, educational services, and student development. Mr. House concludes that the study was fair, democratic, and served the interests of all relevant groups, especially the poor and disadvantaged. He asserts that the study was also valid according to his articulated standards in the review. The second article, authored by Torsten Husen, analyzes the evaluation study from a wider, international perspective which draws on Mr. Husen's experience with the Organization for Economic Cooperation and Development. Basic issues regarding the objectives, strategies, and targeting of compensatory education are discussed. This review concludes with recommendations for improving future evaluations. (APM)

ED 208 082

UD 021 677

Reese, William J.
Case Studies of Social Services in the Schools of Selected Cities. Final Report. Revised.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—31 Mar 81
Contract—400-79-0018
Note—494p.; Ph.D. Dissertation, University of Wisconsin.

Pub Type—Reports - General (140) — Dissertations/Theses - Doctoral Dissertations (041)
EDRS Price - MF02/PC20 Plus Postage.

Descriptors—Community Attitudes, *Community Involvement, *Educational Change, *Educational History, Educational Innovation, Elementary Secondary Education, Ethnic Groups, Parent Participation, Political Issues, Social Action, *Social History, *Social Services, United States History, *Urban Education, Voluntary Agencies
Identifiers—Missouri (Kansas City), New York (Rochester), Ohio (Toledo), Wisconsin (Milwaukee)

This study examines the delivery of social services in urban education in the light of the history of their origin, implementation, and significance. Explored are the educational reform movements in urban centers between 1840 and 1920, especially the period separating the depression of 1893 and the Palmer Raids of World War I. Attention focuses on four cities: Rochester, New York; Toledo, Ohio; Milwaukee, Wisconsin; and Kansas City, Missouri. A case study analysis of these four cities evaluates the influence of both well known and obscure educational reformers by using a diverse range of sources which include newspaper reports, records of voluntary associations, and petitions to local school boards. The analysis identifies different political traditions, ethnic mixes, bureaucratic school arrangements, and industrial settings which contributed to the shape of new social service programs in different communities. The study attempts to discover the cause of the upsurge in interest in school reform at the turn of century, groups and community organizations that lobbied for change are identified. Also reviewed are attitudes of parents and children toward educational reform and how these changes affected their lives. (Author/APM)

ED 208 083

UD 021 680

Lai, Morris K. Shimabukuro, Sandra
Ethnic Differences in the Nutritiousness of Diets of Hawaii's Children.
Pub Date—Apr 81

Note—19p.; Paper presented at the Annual Meeting of the National Association for Asian and Pacific American Education (Honolulu, HI, April, 1981). Some tables may be marginally illegible due to small size type.

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Blacks, Chinese Americans, *Cultural Differences, *Eating Habits, *Elementary School Students, *Ethnic Groups, Filipino Americans, Hawaiians, Japanese Americans, Korean Americans, *Nutrition, Samoan Americans, *Secondary School Students, Whites
Identifiers—Hawaii

Data on the nutritional quality of Hawaiian children's diet, arranged by age and ethnic group, are presented in this paper. The data are drawn from a random sampling of the diets of 890 students. Tables show mean nutritional intake and the percent of calories from protein, carbohydrate and fat for elementary, junior high and senior high school levels. The tables reveal a general decrease in the nutritional quality of diets as students get older. In addition, it is shown that secondary level females had the poorest diets, with over 70 percent having iron intakes less than two thirds of the Recommended Dietary Allowance (RDA). The paper points out that a substantial portion of the surveyed children showed less than two thirds of the FDA for intake of calcium, vitamin A, thiamin, and vitamin C. It is also noted that the study indicated high intakes of sodium, cholesterol, and saturated fatty acids and relatively high caloric intakes from snacks and high sugar foods. (Author/APM)

ED 208 084

UD 021 686

Lueck, Susan, Ed.
Proceedings: Strategies for Urban School Improvement.
Horace Mann Learning Center (ED), Washington, D.C.
Pub Date—80
Note—42p.

Pub Type—Collected Works - Proceedings (021) — Reports - General (140)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Black Students, *Change Strategies, Disadvantaged Youth, *Educational Improvement, Elementary Secondary Education, Instructional Improvement, *Minority Group Children, *Program Effectiveness, *Teacher Effectiveness, *Urban Schools
Identifiers—Milwaukee Public Schools WI, New Haven Public Schools CT

This booklet presents summaries of the proceedings of five workshops held at the U.S. Department of Education that discussed strategies for improving urban schools. The first section contains materials from a workshop on the New Haven School Intervention Project, an elementary school effort designed to aid black and disadvantaged children. In the second section, the search for effective schools is covered. This includes the development of criteria for judging school success and student academic achievement. Section three reviews the workshop on urban schools. Several issues are discussed including program implementation, educational reform, minimum competency requirements, and administrative leadership. The fourth section discusses the teacher expectation workshop's review of two projects, implemented in Milwaukee, Wisconsin, which were designed to raise academic achievement by raising teachers' expectations of their students. The final workshop summary outlines issues regarding effective teacher training which would include teacher evaluation and inservice training. (APM)

ED 208 085

UD 021 687

Michael, Charlene Belton Riley, Marcia G.
Workshop Participants' Perception Rankings of Second Generation School Desegregation Issues.
Pub Date—81

Note—43p.; Paper presented at the Annual Conference of the American Educational Resources Association (Los Angeles, CA, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Administrator Attitudes, Analysis of Covariance, Analysis of Variance, Attitude Measures, Black Attitudes, *Desegregation Effects, Elementary Secondary Education, Females, *Racial Differences, *School Desegregation, *Sex Differences, *Teacher Attitudes

Identifiers—Friedman Two Way Analysis of Variance, *Kruskal Wallis Test Z Scores, Wilcoxon Matched Pairs Signed Ranks Test

This study sought to determine the perceived, relative importance of fifteen second generation desegregation issues as viewed by randomly selected school staff participants in Mid Atlantic Appalachian Race Desegregation Assistance Center workshops. It also attempted to assess whether there were significant differing perceptions among the participants. In the analysis of the data, four statistical methods were used: (1) Friedman's Two Way Analysis of Variance, (2) the Wilcoxon Signed Rank Test, (3) the Kruskal-Wallis Test, and (4) the Follow-up Z Test. The methods varied to determine if there was a significant difference among rankings of the survey issues due to demographic variables, the direction and the magnitude of significant variables, and the degree to which groups responded differently. Recommendations based on the findings of the study are included. (Author/APM)

ED 208 086

UD 021 689

Perez, Carmen A. And Others
Report on the Educational Programs for Students of Limited English Proficiency in the State of New York.

New York State Education Dept., Albany. Bureau of Bilingual Education.

Pub Date—80

Note—27p.

Pub Type—Reports - Evaluative (142) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Achievement Gains, *Bilingual Education, *English (Second Language), *Enrollment, Federal Programs, Mathematics Achievement, *Program Effectiveness, Reading Achievement, Second Language Instruction, Second Language Learning, State Programs

Identifiers—Elementary Secondary Education Act Title VII, *Limited English Speaking, *New York

This report provides statistics on the number of New York State students enrolled in bilingual programs, the characteristics of these programs, and the achievements of students enrolled. A description of funded programs for limited English proficient (LEP) students show the numbers of students enrolled and the language groups served. A discussion of bilingual program characteristics outlines instructional components, teacher characteristics, and entry-exit criteria for students. Tables reveal the level of student achievement in reading and mathematics skills and achievement gains in oral language scores. The report concludes with several recommendations for program improvement. An appendix lists and describes the State and Federal programs for students of limited English proficiency. (Author/APM)

ED 208 087

UD 021 690

Sirgado, Isabel Cid
District 30 Queens, Chapter 720, Greek-English, Korean-English. Final Report.

Community School District 30, Queens, N.Y.
Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.

Bureau No.—5001-30-18401

Pub Date—[81]

Note—21p.; For a related document, see UD 021 371.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Achievement Gains, *Bilingual Education, Elementary Education, English (Second Language), *Greek Americans, *Korean Americans, Language Acquisition, Mathematics Achievement, Parent Participation, Pretests Posttests, Program Effectiveness, *Program Evaluation, Second Language Instruction

Identifiers—*New York City Board of Education

This is an evaluation of the bilingual program in District 30, Queens, New York City during 1979-1980. The report states that the program was designed to aid the educational and cultural development of Greek and Korean speaking limited English pupils in grades K-6. Program objectives are listed as achievement gains in students' English speech and comprehension, native language proficiency, social studies, science, and mathematics performance, and increased student participation in classroom activities and extracurricular activities. Pretest and posttest scores show that the first three objectives were met and teachers' ratings reveal increased student involvement. Notes from several classroom observations are provided and teacher training, parent activities, and the Parents Advisory Committee are discussed. (APM)

ED 208 088

UD 021 693

Deck, Dennis Arter, Judy
Evaluation Designs for Title I Summer Programs.
Northwest Regional Educational Lab., Portland, Oreg.

Pub Date—Apr 81

Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, *Evaluation Criteria, *Evaluation Methods, Measurement, *Program Evaluation, Scores, *Summer Programs, Test Construction
Identifiers—Elementary Secondary Education Act Title I

This paper presents key concepts and practical suggestions to use in evaluating three types of Title I summer programs. A description of the summer program characteristics is followed by outlines of the three evaluation designs: (1) norm referenced design; (2) criterion referenced design; and (3) comparison group design. The techniques, procedural guidelines, requirements for use, and advantages and disadvantages of each design are reviewed. The paper asserts that these evaluation designs are easy to implement and would yield reasonably valid con-

206 Document Resumes

clusions. A discussion of quality control, accuracy in score measurement, and the relationship between test content and instruction concludes the paper. (APM)

ED 208 089 UD 021 694

Derevensky, Jeffrey L. And Others
An Examination of Achievement Related Behavior of High and Low Achieving Inner City Pupils.
Pub Date—Apr 81

Note—26p.; Research for paper partially funded by a Quebec Provincial Grant. Paper presented at the Annual Convention of the American Educational Research Association (Los Angeles, CA, April, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, Elementary Education, Ethnic Groups, *Foreign Countries, Mathematics Achievement, Reading Achievement, *Student Behavior, *Time Factors (Learning), *Urban Education

Identifiers—Canada, Chinese People, Greeks, Portuguese People

This study investigated the behavioral differences between high and low achieving students in two Canadian inner city schools. One school consisted predominantly of first generation Portuguese, Greek, and Chinese children, while the other served a predominantly second or third generation population of English speaking Canadians. An academic engaged time model was employed in evaluating the observations of the on task/off task behavior of these elementary school students during mathematics and reading lessons. Findings suggested that high and low achieving inner city children spend a large proportion of time actively engaged in academic tasks, but high achievers spend somewhat more time than low achievers. No significant developmental trends were noted and it was recommended that future studies focus on task appropriateness and student success. (Author/APM)

ED 208 090 UD 021 696

A Project in Multicultural Learning: Greek-American Contributions to American Society.

Florida State Univ., Tallahassee.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—75

Contract—OEG-0-74-9145

Note—233p.; Some photographs may be marginally legible due to reproduction quality of original document.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Area Studies, Cross Cultural Studies, Cultural Awareness, *Cultural Background, Demography, Elementary Secondary Education, *Ethnic Studies, *Greek Americans, *Immigrants, *Multicultural Education, Political Influences, Socioeconomic Background

These instructional materials for upper elementary and secondary school students provide information about Greek Americans, and focus upon the accomplishments, problems, and life styles of this group. Each of the eighteen topics addressed are organized into units which include a section for teachers and one for students. The teachers' section covers goal, objectives, hypotheses the students may develop when learning, background information, guidelines for teaching procedures, a list of needed materials and equipment, and copies of materials for students. The students' section is called "Springboards" and includes materials designed to help the learners generate ideas about Greek Americans. (Author/MK)

ED 208 091 UD 021 697

Violet, Joyce, Comp.

Selected Readings U.S. Immigration Policy and Law. A Compendium.

Library of Congress, Washington, D.C. Congressional Research Service.

Spons Agency—Congress of the U.S., Washington, D.C. Select Commission on Immigration and Refugee Policy.

Pub Date—Oct 80

Note—499p.; Prepared for the Use of the Select Commission on Immigration and Refugee Policy, 96th Congress, 2nd Session. Not available in paper copy due to reproduction quality of original document. For a related document see UD 021 647.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (\$6.50).

Pub Type—Collected Works - General (020) — Reports - General (140)

EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.

Descriptors—Federal Government, *Government Role, *Illegal Immigrants, *Immigrants, *Law Enforcement, *Migration, Refugees

This is a collection of background readings and opinions on immigration and refugee issues which was prepared by the Committee on the Judiciary of the United States Senate. The book's first section presents articles on the number of illegal immigrants and their impact on the United States. The second section outlines proposed solutions to the illegal immigrant problem. Past proposals are reviewed, enforcement and amnesty issues examined, and temporary worker programs discussed. In the last section readings related to immigration goals are presented which cover specific policy objectives, criteria for immigrants admission, and the administrative structure for the management and operations of immigration law and policy. (Author/APM)

ED 208 092 UD 021 698

King, Susan Crawford, Ed. And Others

Introducing PARMA (Promoting Alternative Role Models Affirmatively). Supplemental Handbook for DUSO (Developing Understanding of Self and Others, K-2).

Bellevue Public Schools, Wash.

Spons Agency—Washington Office of the State Superintendent of Public Instruction, Olympia.

Pub Date—Aug 79

Contract—C-731-6

Note—121p.; Some tables may be marginally legible due to small size type.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Classroom Techniques, Grade 1, Grade 2, Kindergarten, Sex Bias, *Sex Fairness, *Sex Stereotypes, *Textbook Bias, *Units of Study

Identifiers—DUSO Affectivity Assessment Device
This booklet presents a program for promoting alternative role models as a supplement to the Developing Understanding of Self and Others (DUSO) program for students in grades K-2. Shortcomings in the area of sexual stereotyping are said to undermine the DUSO program, so this handbook outlines a series of classroom techniques, exercises, and suggests materials that will offer a more balanced view of sex roles. An overview of each DUSO teaching unit outlines the unit's deficiencies and makes recommendations for improvement. Appendices contain a collection of letters to and from the creator of the DUSO project, Dr. Don Dinkmeyer, and the American Guidance Services. Also included is a checklist for evaluating bias in textbooks and the National Council of Teachers of English Guidelines for nonsexist use of language. A supplemental coloring book depicting balanced sex roles concludes the handbook. (APM)

ED 208 093 UD 021 699

Scarboro, C. Allen

Programs for Changing Attitudes: Social Distance and the Department of Public Instruction's Human Relations Program.

Pub Date—3 Oct 80

Note—29p.; Paper presented at the Annual Meeting of the Wisconsin Sociological Association (La Crosse, WI, October 3, 1980).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Analysis of Variance, *Ethnic Groups, Higher Education, Human Relations, Pretests Posttests, *Racial Attitudes, *Social Attitudes, *Student Attitudes, *Teacher Certification, Teacher Education

Identifiers—*Bogardus Social Distance Scale, University of Wisconsin-Platteville

Students who were candidates for teacher certification at the University of Wisconsin-Platteville were administered the Bogardus Social Distance Scale to determine the effect of a state mandated human relations course on their attitudes toward ethnic and racial groups. The scale was administered to these students and three control groups which included general underclassmen, non-education major seniors, and education major seniors. The scores of these groups were compared among the groups and also with a 1956 survey by Emory

Bogardus. A high degree of agreement was found between the student samples and the Bogardus sample. Among the student samples two patterns emerged. First, mean scores declined between a sample of one underclassmen and one of non-education major seniors. Second, mean scores declined between the underclassmen sample and the human relations pretest sample, declined further between the human relations pretest and human relations posttest, but then increased between the human relations posttest and the senior education major sample. A high degree of agreement was found among the scores of all of the student samples. An analysis of variance of the means for the racial and ethnic groups included in the scale suggested that the human relations program does produce measurably lower social distances among its students. (Author/APM)

ED 208 094 UD 021 700

Stickey, Benjamin Marcus, Larry

The Limits of Compensatory Education.

Pub Date—Apr 81

Note—108p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981). Not available in paper copy due to authors' restriction.

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Achievement, *Black Achievement, Black Students, *Compensatory Education, Educationally Disadvantaged, *Educational Opportunities, Elementary Secondary Education, *Equal Education, Equal Opportunities (Jobs), Federal Programs, *Program Effectiveness, *Program Evaluation

Identifiers—Coleman (James S), Elementary Secondary Education Act Title I, Project Head Start
An overview of compensatory education programs is presented in this paper. The rationale for compensatory education is outlined, and the early implementation of these projects at the local and national levels is described. Specifically addressed are Project Head Start and Title I programs. The paper also discusses James Coleman's "Equality of Educational Opportunity Survey" and reviews the major studies of compensatory education conducted at both national and local levels from 1965 through 1980. It is proposed that a review of the more scientifically promising evaluations of compensatory education can yield insight into the potential to redress racial differences through academic achievement. Such a review, it is said, might also reveal the most productive means of increasing the effectiveness of the public schools for underachieving black pupils. The paper itself is abstracted from a larger work by the authors titled "Race and Education: The Unending Controversy." (Author/APM)

ED 208 095 UD 021 701

Collaborative Programs in Urban Schools: Case Studies.

National Urban Coalition, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Jul 80

Contract—NIE-G-79-0042

Note—235p.; Best copy available. Pages 163-174 cropped short.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Career Education, College School Cooperation, Community Services, *Cooperative Education, *Cooperative Programs, *Education Work Relationship, Labor Education, Local Government, Program Effectiveness, *Program Evaluation, *School Business Relationship, Secondary Education, *Urban Schools, Work Experience Programs

Identifiers—Dallas Independent School District TX, Detroit Public Schools MI, Los Angeles Unified School District CA, Philadelphia School District PA

Presented here are four case studies of urban collaborative educational programs: (1) the Dallas Independent School District - Magnet Arts High School; (2) the Los Angeles Unified School District Regional Occupational Centers Program/Skilled Training Education Program; (3) the Detroit Public Schools - Community High School; and (4) Philadelphia's Parkway Program. Collaborative programs are defined as involving one or more of the following non-school agencies: business, industry, labor,

institutions of higher education, community groups, local government, and service agencies. Each case study attempts to examine the costs associated with projects, determine the impact of collaborative programs on students in both academic and occupational domains, and describe the educational processes and characteristics necessary for success. Case studies also identify those school and business practices which best facilitate student transition from school to the labor market. The organizational structure and operational technique of each program are discussed and effective curricular models and positive student and community outcomes are highlighted. (Author/APM)

ED 208 096 UD 021 703

Hymes, Dell H. And Others

Ethnographic Monitoring of Children's Acquisition of Reading/Language Arts Skills In and Out of the Classroom. Volumes I, II, and III. Final Report.

Pennsylvania Univ., Philadelphia. Graduate School of Education.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—5 Feb 81

Note—826p.

Pub Type—Reports - Research (143)

EDRS Price - MF05/PC34 Plus Postage.

Descriptors—Administrator Role, *Black Students, Disadvantaged Youth, Educational Research, Elementary Secondary Education, English Instruction, *Ethnography, *Language Acquisition, Native Language Instruction, Parent Teacher Cooperation, Reading Achievement, Reading Instruction, *Reading Skills, *Research Utilization, School Community Relationship, *Urban Schools, White Students

Identifiers—Pennsylvania (Philadelphia), *Philadelphia School District PA

Student acquisition of reading and language arts skills was monitored ethnographically in a study of several schools in a largely black setting in Philadelphia, Pennsylvania. Fundamental to this extensive study was the development and maintenance of cooperative relationships with the urban schools being investigated. The ethnographic monitoring process itself involved three steps: (1) consultation with teachers to identify issues of concern; (2) observation of behavior relevant to these issues; and (3) the sharing of findings with teachers and school officials. The acquisition of reading and language skills was examined from several perspectives which included community involvement, parent teacher relations, instructional techniques, and administrative effect. It was intended that the results of these inquiries would be provided to school personnel and regarded as contributions in a mutual research effort. This reciprocal relationship between researchers and school personnel was evaluated and suggestions were made to improve the efficacy of their interaction. (APM)

ED 208 097 UD 021 704

Martel, Laurence Dean And Others

The Itinerary of the Concept "Equal Educational Opportunity".

Center for a Human Future, Syracuse, N.Y.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—80

Note—447p.

Pub Type—Collected Works - General (020) - Opinion Papers (120)

EDRS Price - MF01/PC18 Plus Postage.

Descriptors—Disadvantaged Youth, *Educational Discrimination, *Educational Opportunities, *Educational Policy, Elementary Secondary Education, *Equal Education, Family Structure, Government Role, Higher Education, Political Issues, *Public Policy, *Social Integration, Social Systems, Socioeconomic Status

This collection of papers grew out of a response to the need for a more adequate theory of educational equity to guide research and public policy. Section one argues that there is a need to shift the educational policy focus from frequency rates to the conditions of opportunity. In the second section, three theories of distribution of opportunities are addressed. Papers included analyze the structure of the political arguments for equal educational opportunity, the efficiency origins of social equity issues, and a theory of equal educational opportunity based on human diversity with social justice. Section three treats the practical concerns involved in achieving educational equity. Questions examined in the con-

text of state policy at all levels of education include what constitutes the availability of opportunity, sufficient opportunity, and appropriate opportunity. The final section discusses theories of inequity and explores the fundamental causes of inequities within the educational system. The first paper in the last section analyzes educational inequities from the perspective of class conflict theory, while the second paper asserts that the primary sources of inequity rest within the male/female perspectives generated within the family structure. (Author/APM)

ED 208 098 UD 021 706

Making Local School Development Work.

New York Urban Coalition, N.Y.

Pub Date—Jun 81

Note—34p.

Available from—New York Urban Coalition, Education Program, 1515 Broadway, 41st Floor, New York, NY 10036 (no charge).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Developmental Programs, *Educational Development, Elementary Secondary Education, Linking Agents, Parent School Relationship, *Program Development, *Reading Achievement, School Community Relationship, *Student Development, *Urban Schools

Identifiers—*New York Board of Education, Urban Coalition

This is a mid-project report which describes the accomplishments of the Local School Development Project of the New York Urban Coalition, a group which collaborated with the New York City school system through Spring, 1981. The report reviews the Project's efforts to aid in students' academic, intellectual and human development in elementary and junior high schools in five New York City community school districts. Project officials, district superintendents, and school principals comment on Project activities and planning processes. Project activities such as morale remediation, parent involvement, staff inservice education, curriculum improvement, and instruction enhancement are outlined. In addition, tables show improved reading scores for students in the five districts, and remarks by teachers and parents indicate increased student motivation. (Author/APM)

ED 208 099 UD 021 708

Okimoto, Dave

Outreach, Information and Referral: Program

Components and Models of Outreach, Information and Referral Services for Refugees.

Indochina Refugee Action Center, Washington, D.C.

Spons Agency—Office of Refugee Resettlement (DHHS), Washington, D.C.

Pub Date—Feb 81

Grant—96-P-10003-3-01

Note—48p.; For related documents see UD 021 651-654, UD 021 709, and UD 021 711.

Pub Type—Guides - General (050)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adjustment (to Environment), *Community Information Services, Immigrants, Indochinese, Land Settlement, *Outreach Programs, *Program Development, Program Evaluation, *Referral, *Refugees, *Staff Development

This guide provides program components and models of outreach, information, and referral services for refugees. Possible delivery approaches are outlined with reference to successful programs in the United States. The pamphlet is designed to aid in the selection of program approaches that best suit each community. In addition, it serves as a guide for evaluating current services, strengthening existing programs and developing new proposals. (Author/APM)

ED 208 100 UD 021 709

Burns, Jerry

Refugee Resettlement: An Outline for Service

Planning and Delivery.

Indochina Refugee Action Center, Washington, D.C.

Spons Agency—Office of Refugee Resettlement (DHHS), Washington, D.C.

Pub Date—Feb 81

Grant—96-P-10003-3-01

Note—75p.; For related documents see UD 021 651-654, UD 021 708, and UD 021 711.

Pub Type—Guides - General (050)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Cooperation, Immigrants, Land Settlement, *Linking Agents, *Management Development, Networks, *Program Development, *Public Agencies, *Refugees, Social Services, State Government, *Voluntary Agencies

This document outlines basic planning and management principles for refugee services. Various administrative, funding, planning, and delivery concepts are discussed from the perspectives of state coordinators, administrators, and community agencies. The guide is intended to be of use in planning and managing individual services and in developing service delivery networks within states and communities. (Author/APM)

ED 208 101 UD 021 711

Bourgeois, Charlotte

Employment Services: Program Components and

Models of Employment Services for Refugees.

Indochina Refugee Action Center, Washington, D.C.

Spons Agency—Office of Refugee Resettlement (DHHS), Washington, D.C.

Pub Date—Feb 81

Grant—96-P-10003-3-01

Note—61p.; For related documents, see UD 021 651-654 and UD 021 708-709.

Pub Type—Guides - General (050)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Adjustment (to Environment), Career Exploration, *Employment Programs, Employment Services, Immigrants, Indochinese, Job Development, Job Placement, Land Settlement, *Program Development, *Program Evaluation, *Refugees, Work Experience Programs

This document describes program components and models for the provision of employment services for refugees. Necessary service components of programs are identified and possible delivery approaches are explored with reference to successful refugee programs throughout the United States. These program components include: (1) outreach, intake, pre-employment orientation, and employability assessment; (2) employment counseling; (3) placement activities; and (4) program staffing considerations. The document is intended to aid in the selection of an approach to refugee employment services that will best meet the needs of each community. In addition, it serves as a guide for evaluating current services, strengthening existing programs and developing new proposals. (Author/APM)

ED 208 102 UD 021 712

Lietz, Jeremy J.

Unannounced Desegregation in an All-Volunteer Summer School: Sex, Grade, and Ethnic Attendance Patterns.

Pub Date—81

Note—20p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Attendance Patterns, Black Students, *Classroom Desegregation, Elementary Education, *Ethnic Groups, *Instructional Program Divisions, *Racial Differences, *Sex Differences, Summer Programs, Urban Education, White Students, Withdrawal (Education)

Two hundred thirty-eight K-6 children from 19 feeder schools volunteered to attend 30 half-day summer school sessions in a large Midwestern city, prior to any announcement that the school would be integrated. Both black and non-black children were bused. Poor attendance was considerably higher for the summer session than for the regular school term, but non-attendance and attendance means from before and after the discovery that the school was integrated did not vary significantly (.05) among children of different sex, ethnic or grade level groups. (Author/APM)

ED 208 103 UD 021 715

Thomas, Gail E.

Student and Institutional Characteristics as Determinants of the Prompt and Subsequent Four-Year College Graduation of Race and Sex Groups.

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Report No.—CSOS-R-310

Pub Date—Jun 81

Grant—NIE-G-80-0113

Note—44p.; Some tables may be marginally legible due to reproduction quality of original document.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, *Attendance Patterns, Black Students, Class Rank, *College Attendance, *College Graduates, College Students, Females, Higher Education, Institutional Characteristics, Males, *Racial Differences, *Sex Differences, White Students

Recent national data were used to examine the impact of individual and institutional variables on the ability of race and sex groups to complete a four year college degree program promptly (within three or four consecutive years) versus six to seven years. The results showed that black students were less successful than whites in prompt and in subsequent four year college completion. Also, males were far less successful than females in completing college on schedule. Initial race and sex differences favoring whites and females remained when examining subsequent college graduation rates. Regarding variable effects, college grade performance was found to be a major determinant of prompt and subsequent college completion for all race and sex groups. In addition, high school rank was an important determinant of prompt graduation for white males and prompt and subsequent graduation for black females. With reference to college characteristics, private colleges had a significant effect on prompt graduation for white and black males but no significant effect for females. However, attending a selective college did not have a significant effect on prompt or subsequent graduation for any of the four race and sex groups studied. (Author/APM)

ED 208 104 UD 021 716

A Guide to Orientation Materials for Indochinese Refugees and Their Sponsors. A Selected, Annotated Bibliography.

Center for Applied Linguistics, Washington, D.C. Language and Orientation Resource Center.

Pub Date—Apr 81

Note—121p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Acculturation, *Adjustment (to Environment), Annotated Bibliographies, *Asian Americans, Ethnic Groups, *Immigrants, *Indochinese, *Land Settlement, *Refugees

This is an annotated bibliography of orientation materials for Indochinese refugees and their sponsors. The materials have been grouped under fourteen headings: community services, consumer education, culture, education, employment, family planning and child care, finances, health, housing, legal problems, nutrition, sponsorship and resettlement, transportation, and the history and government of the United States. Five indexes conclude the bibliography: subject index, index of authors and institutional sources, language index, geographical sources index, and title index of audiovisual materials. (APM)

ED 208 105 UD 021 744

Ogden, Evelyn. And Others

Interim Report Concerning Schools Involved in the Comprehensive Basic Skills Review Process.

New Jersey State Dept. of Education, Trenton.

Pub Date—Jul 81

Note—44p.; Not available in paper copy due to reproduction quality of original document.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Achievement, *Basic Skills, Change Strategies, Elementary Education, Mathematics Achievement, Program Effectiveness, Program Evaluation, *Program Improvement, Reading Achievement, *Remedial Programs, *School Districts

Identifiers—*New Jersey

The Comprehensive Basic Skills Program Review was designed by the New Jersey State Department of Education to provide a diagnosis of problems contributing to inadequate achievement in the basic skills. Local program reviews followed the state developed process and were conducted by many schools. The process analyzed the existing school programs and practices in relationship to the factors that are associated with successful achievement in basic skills. Preliminary analyses of program reviews showed that, although schools were making sincere efforts to improve educational programs, certain areas needed improvement. Following the completion of the evaluation process, remedial plans were developed and implemented by each of

the 169 schools reviewed. Subsequent reviews undertaken in 1981 demonstrated that dramatic gains were made in basic skills achievement. (Author/MK)

ED 208 106

UD 021 761

Bloom, Mitchell F.

The Decade Ahead: A Forecast of the Tacoma School District in the 1980s. A Report to the Tacoma School Board.

Bloom Forecasting, Tacoma, Wash.

Pub Date—10 Jul 80

Note—47p.

Pub Type—Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Black Students, *Economic Climate, Elementary Secondary Education, Enrollment Projections, *Enrollment Trends, *Ethnic Distribution, Housing, Income, *Population Trends, Research Methodology, *School Demography, Urban Demography, White Students

Identifiers—Tacoma Public School District WA, *Washington (Tacoma)

A six month study attempted a forecast of growth and development in the 1980s for the city of Tacoma, Washington and the Tacoma School District. Section one of the study's report focuses on demographic and economic issues. Figures are presented that show possible trends in general population growth, per capita income, retail sales, and housing. The second section provides forecasts of total enrollments for elementary, junior high, and senior high schools. In section three the projected growth in ethnic student enrollments is shown, and special attention is given to projected enrollments of black students. The final section includes a description of the research materials and methodologies used to obtain the various forecasts. (APM)

ED 208 107

UD 021 762

Winchell, Leonard

An Examination of Student Progress in Tacoma's Remediation Assistance Program (RAP) Compared with Progress of Similar Non-RAP Students.

Tacoma School District 10, Wash.

Pub Date—May 81

Note—41p.; Paper presented at the Annual Pacific Northwest Research and Evaluation Conference (9th, Seattle, WA, May, 1981).

Pub Type—Reports - Research (143) - Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Achievement Gains, *Analysis of Covariance, Elementary Education, Language Skills, *Program Effectiveness, *Program Evaluation, Remedial Mathematics, *Remedial Programs, Remedial Reading

Identifiers—*Tacoma Public School District WA

The progress of elementary school students in Tacoma, Washington's Remediation Assistance Program (RAP) was examined and compared with the progress of similar non-RAP students. Pretest and posttest scores for RAP and non-RAP students in reading, mathematics and language were compared statistically, and no significant difference was found between the two groups. Students given remedial instruction did not appear to perform differently from similar students receiving regular classroom instruction when assessed with standardized, grade-level objective tests. (Author/APM)

ED 208 108

UD 021 791

Wang, Peter

The Changing Ethnic Population and Its Impact on School Districts in California.

Pub Date—80

Note—15p.

Pub Type—Reports - General (140)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Change Strategies, *Educational Needs, Elementary Secondary Education, *Enrollment, Ethnic Groups, *Minority Groups, Multicultural Education, Racial Relations, *School Demography, *School Districts, Teacher Education

Identifiers—*California, *Limited English Speaking

A report by the California State Department of Education described the impact of a major change in student ethnic enrollment throughout the state. Not only has there been an increase in the numbers of minority students, but there have also been shifts in the concentration of minority students and increases in the number of Limited English Proficient (LEP) students. These changes have posed prob-

lems for school districts such as the need to avoid racial or ethnic segregation, and the need for multicultural education and affirmative action employment programs. Increased racial tension, limited resources to effect changes, inability to deal with the needs of minority students, and difficulty in meeting the needs of LEP students are also identified as problems. Among the alternatives available to assist school districts in coping with the new trend are: (1) establishment of a formula so that school districts can financially meet the needs of a changing student population; (2) efforts on the part of schools of education to recruit students who will obtain bilingual teaching credentials; (3) provisions of inservice programs for school personnel; (4) establishment of newcomer centers for non-English speaking students; (5) development of magnet schools with specialized focus; and (6) development of a flexible policy for dealing with the credentials of bilingual teachers. (MK)

ED 208 109

UD 021 793

Wei, Tam Thi Dang

Vietnamese Refugee Students: A Handbook for School Personnel. Second Edition.

Illinois Univ., Urbana. Midwest Organization for Materials Development; National Assessment and Dissemination Center for Bilingual Education, Cambridge, Mass.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—ISBN-0-89857-164-2

Pub Date—May 80

Note—50p.; First edition published by Illinois Office of Education.

Pub Type—Guides - Non-Classroom (055) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Acculturation, *Asian Americans, Children, *Cultural Differences, Elementary Secondary Education, English (Second Language), Ethnic Groups, *Multicultural Education, Refugees, *Vietnamese People

This handbook begins with a brief discussion of Vietnamese religion, values, characteristics, and customs, and then describes the educational system of Vietnam and the behavioral expectations for its children. The third section of this handbook discusses the adjustments and conflicts faced by Vietnamese refugee children. Finally, some educational suggestions are presented which focus primarily on administrative concerns and the learning of English. Appendices include six bibliographies: (1) Indochinese Refugee Guides; (2) Vietnamese History, Literature, and Folklore; (3) English as a Second Language Teaching Materials; (4) Bilingual and Vietnamese Materials: K-12; (5) Bilingual/Bicultural Education and Materials; and (6) Reading on Bilingual/Bicultural Evaluations. (MK)

ED 208 110

UD 021 805

Boochever, Stephen. And Others

Improving Services to Young Parents through CETA.

National Association of Counties, Washington, D.C. Research Foundation.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.

Pub Date—80

Contract—DL-99-8-1485-33-10

Note—99p.; Photographs may not reproduce.

Pub Type—Guides - General (050) — Reports - General (140)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adolescents, Adults, Birth Rate, *Employment Programs, *Employment Services, *Job Training, Parents, *Pregnancy, Pregnant Students, *Unwed Mothers

Identifiers—*Adolescent Parents, *Comprehensive Employment and Training Act

This report is addressed to Comprehensive Employment and Training Act (CETA) sponsors to familiarize them with the issues concerning adolescent pregnancy, highlight innovative approaches in working with young parents, and offer suggestions on how to reach and serve young parents with CETA. The report focuses on the problems of young parents, both male and female, married and unmarried, and under age 22, paralleling CETA youth program eligibility. However, young mothers receive more attention because little is known about the needs and problems of young fathers. The report provides an historical background of services to young people, a description of service delivery at the local level, and strategies for improving these

services. An overview of CETA outlines the program's role and centers on the CETA programs available to young parents. Appendices include: (1) selected statistics on pregnancy related issues and young parents' participation in CETA programs; (2) case studies from CETA programs in Baltimore, Maryland, Albuquerque-Bernalillo County, New Mexico, and Mid-Willamette Valley, Oregon; (3) information for counselors; (4) interviews with selected experts; and (5) recommended publications and films. (Author/APM)

ED 208 111 UD 021 807
Savvas, Denny

Product Evaluation of the Inservice Training Component of the Detroit Desegregation Court Order.

Detroit Public Schools, Mich. Dept. of Research and Evaluation.

Pub Date—Apr 81

Note—36p.; For related documents, see UD 021 808-811.

Pub Type—Reports - Evaluative (142) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Black Students, *Desegregation Effects, Discipline Problems, Elementary Secondary Education, Ethnic Groups, *Inservice Teacher Education, *Program Effectiveness, Racial Relations, School Desegregation, Student Teacher Relationship, Teacher Attitudes, White Students

Identifiers—*Detroit Public Schools MI

The goal of the Inservice Training Component of the Detroit (Michigan) school desegregation plan was to improve the effectiveness of school staff in meeting educational needs. The program consisted of inservice education workshops focused on four areas: human relations; teacher expectations; ethnic and racial awareness; and crisis prevention and intervention. The Inservice Training Component was evaluated using the results of four annual surveys of school staff at all levels and of middle and high school students conducted in 1977, 1978, 1979, and 1980. Findings indicated that progress was made toward most of the six objectives of the component which included: (1) student racial relations; (2) relations between instructional staff and students; (3) racial relations among staff members; (4) teacher treatment of black and white students; (5) knowledge of racial-ethnic groups; and (6) ability to prevent disruptive classroom behavior and resolve conflicts. (Author/MK)

ED 208 112 UD 021 808
Fisher, Arnold

Product Evaluation of the Counseling and Career Guidance Component of the Detroit Desegregation Court Order.

Detroit Public Schools, Mich. Dept. of Research and Evaluation.

Pub Date—Mar 81

Note—23p.; For related documents, see UD 021 807-811.

Pub Type—Reports - Evaluative (142) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Career Counseling, *Counseling Services, *Desegregation Effects, Elementary Secondary Education, *Guidance Programs, Parent Attitudes, *Program Effectiveness, School Desegregation, School Guidance, Student Attitudes

Identifiers—*Detroit Public Schools MI

The goal of the Counseling and Career Guidance Component of the Detroit (Michigan) school desegregation plan was to improve student effectiveness in the areas of personal, social, academic, and career development. Major program functions included individual and group counseling, program selection and placement guidance, career guidance, and referral and information services. The Counseling and Career Guidance Component was evaluated using the responses of students, staff, and parents to survey questions. About 50 percent of the students reported receiving counseling and guidance services. Of these students, 80 percent reported that the services were helpful. Staff survey results indicated that 90 percent of elementary, middle, and high school teachers conferred with a counselor concerning a student at least once during the year. Two thirds of the teachers felt that the conferences were effective. Parent survey results showed that 64 percent of elementary parents and 85 percent of middle and high school parents talked with a school counselor during the year. (Author/MK)

ED 208 113 UD 021 809
Green, Charles A.

Product Evaluation of the Elementary and Middle School Reading and Communication Skills Component of the Detroit Desegregation Court Order.

Detroit Public Schools, Mich. Dept. of Research and Evaluation.

Pub Date—Mar 81

Note—18p.; For related documents, see UD 021 807-811.

Pub Type—Reports - Evaluative (142) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Communication Skills, *Desegregation Effects, Elementary Education, *Parent Participation, Parent School Relationship, *Program Effectiveness, *Reading Achievement, Reading Improvement, Reading Instruction, School Desegregation

Identifiers—*Detroit Public Schools MI

The goal of the Elementary and Middle School Reading and Communication Skills Component of the Detroit School desegregation plan was to improve students' reading achievement. The major facet of the program was a reading instruction management system called the Detroit Objective-Referenced Tests System (DORT). DORT is a diagnostic-prescriptive approach based on specific skill objectives for each of Grades K through 8. Additionally, the program called for parent involvement in the improvement of middle school students' reading abilities. Results of a product evaluation of the program provided evidence of progress toward the goal of improved reading achievement. Evaluative findings showed that: (1) average levels of reading achievement improved generally in elementary and middle schools; (2) there were continuous gains in attainments of specific reading skills objectives in grades 4 and 7; (3) teachers were adapting reading instruction to individual student needs; and (4) parents were helped in assisting in the improvement of their children's reading abilities. (Author/MK)

ED 208 114 UD 021 810
Moore, JoAnne E.

Product Evaluation of the High School Reading and Communication Skills Component of the Detroit Desegregation Court Order.

Detroit Public Schools, Mich. Dept. of Research and Evaluation.

Pub Date—Jan 81

Note—13p.; For related documents, see UD 021 807-811.

Pub Type—Reports - Evaluative (142) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Communication Skills, *Desegregation Effects, English Instruction, High Schools, *Program Effectiveness, *Reading Achievement, Reading Consultants, Reading Improvement, *Reading Instruction, School Desegregation

Identifiers—*Detroit Public Schools MI

The goal of the High School Reading and Communication Skills Component of the Detroit school desegregation plan was to improve students' reading and communication skills. The program was an integral part of the English curriculum and employed instruction focused upon specific objectives at each grade level. Support services were provided in each high school by at least one reading specialist and one educational technician. Results of a product evaluation of the program showed progress toward the attainment of program objectives. Findings indicated that: (1) students in grade 9 improved their mastery of nine specific skills; (2) grade 10 students demonstrated increasing levels of mastery of reading objectives; (3) the decline in standardized achievement test results for eleventh graders that was evident between 1972 and 1978 halted; and, (4) in January, 1980, 81 percent passed the writing skills area of the High School Proficiency Examination. (Author/MK)

ED 208 115 UD 021 811
Green, Charles A.

Product Evaluation of the Uniform Code of Student Conduct Component of the Detroit Desegregation Court Order.

Detroit Public Schools, Mich. Dept. of Research and Evaluation.

Pub Date—Jan 81

Note—31p.; For related documents, see UD 021 807-810.

Pub Type—Reports - Evaluative (142) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Attendance, Black Students, *Desegregation Effects, *Discipline Policy, Elementary Secondary Education, *Program Effectiveness, Racial Relations, School Desegregation, *Student Behavior, White Students

Identifiers—*Detroit Public Schools MI

The Uniform Code of Student Conduct Component of Detroit's (Michigan) school desegregation plan was ordered in 1975 by the court to promote a peaceful and orderly environment in the schools so that students could receive educational experiences in an atmosphere which would be substantially free from disruptions and violence. Uniform policies concerning discipline and attendance were designed and implemented. Results of a product evaluation were mixed. Evidence supported the conclusion that the environment for learning had improved since the Detroit schools were desegregated. There was progress in reducing the incidence of disruptive and violent student behaviors in middle and high schools and there were improvements in student racial relations. Evidence concerning attendance showed that student attendance in middle and high schools declined between 1976 and 1980. There were slight improvements in elementary school attendance during the same four year period. (Author/MK)

ED 208 116 UD 021 812
Elementary School Staff Attitudes Toward Desegregation, 1979 Survey.

Detroit Public Schools, Mich. Dept. of Research and Evaluation.

Pub Date—Jan 80

Note—39p.; For related documents see UD 021 813-816, ED 193 353, and ED 198 355.

Pub Type—Numerical/Quantitative Data (110) - Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Busing, Counseling Services, *Desegregation Effects, Discipline Policy, *Educational Opportunities, Elementary Education, Questionnaires, *Racial Relations, *School Desegregation, *Teacher Attitudes

Identifiers—Detroit Public Schools MI

A total of 339 elementary school teachers in Detroit, Michigan responded to a questionnaire that was designed to measure the impact of the city's court ordered desegregation plan on their attitudes. The questionnaire focused on several areas including desegregation, busing, student achievement, student racial relations, staff relations, discipline, and staff morale. Results indicated that most teachers opposed the desegregation plan as a whole, regarded busing as an ineffective means of promoting equal educational opportunity, and considered desegregation as an ineffective means of improving education in Detroit schools. However, a majority of staff members indicated that academic standards were rising, judged student racial relations as good, were satisfied with their schools' disciplinary policy, were satisfied with their ability to work with students of all races, were supportive of their schools' counseling programs, reported that fighting among students had not increased since the desegregation plan was implemented, and judged that teachers of different races were learning to work well together. (Author/MK)

ED 208 117 UD 021 813
Middle School Staff Attitudes Toward Desegregation, 1979 Survey.

Detroit Public Schools, Mich. Dept. of Research and Evaluation.

Pub Date—Jun 80

Note—39p.; For related documents, see UD 021 812-816 and ED 193 358.

Pub Type—Numerical/Quantitative Data (110) - Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Busing, Counseling Services, *Desegregation Effects, Discipline Policy, *Educational Opportunities, Junior High Schools, Questionnaires, *Racial Relations, School Desegregation, Student Behavior, Student Teacher Relationship, *Teacher Attitudes

Identifiers—Detroit Public Schools MI

A total of 288 middle school teachers in Detroit, Michigan responded to a questionnaire that was designed to measure the impact of the city's court ordered desegregation plan on their attitudes. The questionnaire focused on several areas including desegregation, busing, student achievement, stu-

dent racial relations, staff-student relations, staff relations, disciplines, and staff morale. Results indicated that most teachers opposed the desegregation plan as a whole, regarded busing as an ineffective means of promoting equal educational opportunity, and considered desegregation as an ineffective means of improving education in Detroit schools. However, most teachers judged that academic standards were rising, students behavior was improving, and student racial relations were improving. A majority of school staff members were satisfied with their ability to work with students of all races, indicated that teachers of different races were learning to work well together, were satisfied with their schools' guidance and counseling programs, and indicated that fighting among students had not increased since the desegregation plan was implemented. (Author/MK)

ED 208 118 UD 021 814
High School Staff Attitudes Toward Desegregation, 1979 Survey.

Detroit Public Schools, Mich. Dept. of Research and Evaluation.

Pub Date—Jun 80

Note—38p.; For related documents, see UD 021 812-816.

Pub Type—Numerical/Quantitative Data (110) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Busing, Counseling Services, *Desegregation Effects, Discipline Policy, *Educational Opportunities, High Schools, Questionnaires, *Racial Relations, School Desegregation, Student Behavior, Student Teacher Relationship, *Teacher Attitudes

Identifiers—Detroit Public Schools MI

A total of 385 high school teachers in Detroit, Michigan responded to a questionnaire that was designed to measure the impact of the city's court ordered desegregation plan on their attitudes. The questionnaire focused on several areas including desegregation, busing, student achievement, student racial relations, staff-student relations, staff relations, discipline, and staff morale. Results indicated that most teachers opposed the desegregation plan as a whole, regarded busing as an ineffective means of promoting equal educational opportunity, and considered desegregation as an ineffective means of improving education in Detroit schools. However, in comparison to 1977 and 1978 survey data, increased percentages of teachers believed that academic standards were rising in their schools, student racial relations were good and improving, disciplinary policy was satisfactory, counseling and guidance programs were satisfactory, teachers were improving their ability to work with students of all races, teachers of different races were learning to work well together, and white and black students were becoming less prejudiced. (Author/MK)

ED 208 119 UD 021 815
Grade 7 Student Attitudes Toward Desegregation, 1979 Survey.

Detroit Public Schools, Mich. Dept. of Research and Evaluation.

Pub Date—Aug 80

Note—36p.; For related documents, see UD 021 812-816 and ED 193 351.

Pub Type—Numerical/Quantitative Data (110) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Aspiration, *Desegregation Effects, Discipline Problems, *Educational Environment, Grade 7, Questionnaires, *Racial Attitudes, *Racial Relations, *School Desegregation, *Student Attitudes, Student Behavior, Student Teacher Relationship

Identifiers—Detroit Public Schools MI

A total of 903 seventh grade students in Detroit, Michigan responded to a questionnaire that was designed to measure the impact of the city's desegregation plan on their attitudes. The questionnaire focused on several areas including educational aspirations, student racial relations, attitudes toward race, and school conditions which affect learning. Results indicated that students felt that student racial relations had improved and would continue to improve. The majority of seventh graders indicated that they were comfortable with students of different races, had friends of different races, and helped students of different races with school work. About 40 percent of the students reported seeing students trying to instigate trouble between blacks and whites and 43 percent felt unsafe in their schools. However, most students did not fear being bothered

or hurt. More than half of the students saw classroom behavior that interfered with teaching and learning. Between 1977 and 1979 there was a trend toward black and white students preferring to attend schools comprised predominantly of students of their own race. (Author/MK)

ED 208 120 UD 021 816
Grade 10 Student Attitudes Toward Desegregation, 1979 Survey.

Detroit Public Schools, Mich. Dept. of Research and Evaluation.

Pub Date—Sep 80

Note—36p.; For related documents, see UD 021 812-815 and ED 193 357.

Pub Type—Numerical/Quantitative Data (110) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Aspiration, *Desegregation Effects, *Educational Environment, Grade 10, Questionnaires, *Racial Attitudes, *Racial Relations, *School Desegregation, *Student Attitudes, Student Behavior

Identifiers—Detroit Public Schools MI

A total of 702 tenth grade students in Detroit, Michigan responded to a questionnaire that was designed to measure the impact of the city's court ordered desegregation plan on their attitudes. The questionnaire focused on several areas including educational aspirations, student racial relations, attitudes toward race, and school conditions which affect learning. Results indicated that students felt that student racial relations were improved and would continue to improve. The majority of tenth graders indicated that they were comfortable with students of different races, had friends of different races, and helped students of different races with school work. Most white students indicated a preference to attend school with mostly or all white student bodies. Most students felt very safe in their schools. Sixty two percent of black students and 42 percent of white students reported having participated in extracurricular activities. (Author/MK)

ED 208 121 UD 021 817
Moore, JoAnne E.

Final Evaluation Report on Detroit's Bilingual Individualized Instructional Management System Project, 1978-1979.

Detroit Public Schools, Mich. Dept. of Research and Evaluation.

Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.

Pub Date—Sep 79

Note—64p.; For related documents, see ED 193 354 and UD 021 818.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Bilingual Education, Elementary Education, *Hispanic Americans, *Individualized Instruction, Inservice Teacher Education, Parent Participation, Pretests Posttests, Program Descriptions, *Program Effectiveness, Program Evaluation

Identifiers—*Bilingual Education Act 1968, *Detroit Public Schools MI, *Limited English Speaking

The Bilingual Individualized Instructional Management System operated in one Detroit (Michigan) public school. Materials and assistance were also offered to one parochial school. The approach employed a comprehensive and individualized learning system to provide concentrated instruction to 150 children in grades Kindergarten through five who were experiencing learning difficulties as a result of their limited ability to speak English. The children in grades one through five spent half their time in bilingual classes and half in a class with an English speaking teacher. The instructional system allowed each child to work at his/her own pace. Additional program components included inservice teacher education and parent outreach programs. A performance evaluation indicated that nine of the 14 program objectives were achieved during the 1978-1979 school year. Those objectives which were not met evidenced progress toward achievement. Relevant data and testing instruments are appended. (Author/MK)

ED 208 122 UD 021 818

Moore, JoAnne E.
Final Evaluation Report on Detroit's Title IV-C Bilingual Project, 1978-1979.

Detroit Public Schools, Mich. Dept. of Research and Evaluation.

Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.

Pub Date—Aug 79

Note—106p.; Some pages may be marginally legible due to reproduction quality. For related documents, see UD 021 817 and ED 193 354.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Academic Achievement, *Bilingual Education, Elementary Education, Pretests Posttests, Program Descriptions, *Program Effectiveness, Program Evaluation

Identifiers—*Detroit Public Schools MI, *Elementary Secondary Education Act Title IV, *Limited English Speaking

The Elementary Secondary Education Act Title IV-C Bilingual Project instituted in the Detroit (Michigan) Public Schools consisted of two bilingual learning centers at a target school which served 114 students in grades one through five during the 1978-1979 school year. Materials and assistance were also offered to a parochial school. A total of six product objectives related to student outcomes and two process objectives related to instructional variables were identified as the goals of the program. Evaluation procedures indicated that two of the product objectives and both process objectives were achieved. Relevant data and instruments are appended. (MK)

ED 208 123 UD 021 820
Haines, David W. Vinh, Augustine Ha T.

Refugee Resettlement in the United States: An Annotated Bibliography on the Adjustment of Cuban, Soviet and Southeast Asian Refugees.

Office of Refugee Resettlement (DHHS), Washington, D.C.

Pub Date—6 Mar 80

Note—111p.; For a related document see UD 021 582.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Adjustment (to Environment), *Annotated Bibliographies, Cubans, Indochinese, *Land Settlement, *Refugees

Identifiers—Russians

The 304 citations included in this annotated bibliography focus on the issues of refugee settlement in the United States during the last 20 years. The experiences of three major refugee groups (those from the Soviet Union, Southeast Asia, and Cuba) are emphasized. Published literature, papers, and reports generally characterized as research are included. Each citation contains the document's author and title, and publication information; the topic(s) covered; the population group(s) discussed; the annotation; and text information. (MK)

ED 208 124 UD 021 821
New York State Programs of Postsecondary Opportunity, 1979-80. An Analysis of Annual Reports of Programs at the City University, the State University, and Independent Colleges and Universities, with Recommendations.

New York State Education Dept., Albany. Bureau of Higher Education Opportunity Programs.

Pub Date—Jul 81

Note—85p.; For related documents, see UD 021 158 and UD 021 191.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Academic Achievement, *Access to Education, *Compensatory Education, *Educationally Disadvantaged, Enrollment, Equal Education, Higher Education, Program Descriptions, *Program Effectiveness, Student Characteristics, Student Financial Aid

Identifiers—*New York

This report displays and compares data from four special programs in postsecondary institutions operating in New York State for persons who have been academically and educationally disadvantaged. The programs are College Discovery, Search for Education, Elevation, and Knowledge, the Educational Opportunity Program, and the Higher Education Opportunity Program. Data are supplied on enrollment, student characteristics, campus programs, program staff, programs of study, student achieve-

ment, and program financing. The report includes recommendations regarding appropriations, recruitment, admission requirements, enrollment patterns and practices, counseling and student financial aid. (Author/MK)

ED 208 125 UD 021 824

Citizen Guide to Desegregation: A Report to the Citizens' Council for Ohio Schools.

Citizens' Council for Ohio Schools, Cleveland.

Pub Date—76

Note—48p.

Available from—Citizens' Council for Ohio Schools, 517 The Arcade, Cleveland, OH 44114 (\$1.50; \$1.25 for lots of 25 or more).

Pub Type—Collected Works - General (020) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Case Studies, *Community Education, Desegregation Effects, Desegregation Litigation, *Desegregation Plans, Elementary

Secondary Education, *School Desegregation Identifiers—Colorado (Denver), Massachusetts (Boston), Michigan (Detroit), Minnesota (Minneapolis)

This collection of papers and case studies emphasize what citizens should know in order to plan for either court ordered or voluntary desegregation. Chapter one describes lessons about planning and community education from communities that have recently undergone desegregation. Chapters two and three outline the Constitutional basis for desegregation and the Federal court decisions that have shaped the process of desegregation over the past 22 years. Chapter three deals particularly with metropolitan court cases. Chapter four provides a brief summary of general techniques included in desegregation plans, and Chapter five reviews research on student outcomes and white flight. The final chapters are case studies on four cities that have desegregated their schools in the past few years (Boston, Massachusetts; Denver, Colorado; Detroit, Michigan; and Minneapolis, Minnesota). (Author/MK)



Subject Index

This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the *Thesaurus of ERIC Descriptors*, are in alphabetical order.

As shown in the example below, the accession number is displayed below and to the right of the document title. Additional information about the document can be found under that number in the resume section.

The symbol // appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection.

Descriptor — Perception

Title — Iconic Signs and Symbols in Audiovisual Communication,
An Analytical Survey of Selected Writings and Research
Findings, Final Report.

ED 013 371 — Accession Number

Abbreviations

A Glossary of Terms, Acronyms, and Abbreviations Used in the Department of Health and Social Services.

ED 207 571

Abstract Reasoning

Estimation of Time Requirements During Planning: Interactions Between Motivation and Cognition.

ED 207 215

Abstracting

ERIC Abstractor/Indexer Workbook. Revised Edition. 1981.

ED 207 614

Manual of Documentation Practices Applicable to Defence-Aerospace Scientific and Technical Information. Volume 1: Sections 1-Acquisition and Sources; 2-Descriptive Cataloguing; 3-Abstracting and Subject Analysis.

ED 207 608

Abstracts

Resources in Education (RIE). Volume 17, Number 2.

ED 206 798

Academic Ability

Postsecondary Education in Indiana. A Summary Report with Recommendations. Part Four of a Four-Part Study. Manpower Report 81-3.

ED 207 448

Reducing Sex Bias in Ability Tests.

ED 208 057

Academic Achievement

Absence from School: Patterns and Effects.

ED 207 192

Academic Achievement in a Handicapped and a Non-Handicapped Incarcerated Juvenile Delinquent Population.

ED 207 272

Achievement in Basic Skills Improvement, 1981.

ED 208 050

An Analysis of the Relationship of Students' Self Concepts in Science and Their Science Achievement, Mental Ability, and Gender.

ED 207 806

An Analysis of the Relationships of Academic Success and Selected Achievement/Attitude Tests.

ED 207 636

Assessment and Documentation of a Children's Computer Laboratory. AI Memo 460.

ED 207 589

Attributions, Learned Helplessness and Sex Differences in Achievement.

ED 208 020

Chicano Scholars: Against All Odds.

ED 207 743

Classification and IQ-Alternative Predictors of Math Performance.

ED 207 835

El Estado de la Educacion para los Hispanos en los Estados Unidos (The Condition of Education for Hispanics in the United States).

ED 207 767

An Examination of Achievement Related Behavior of High and Low Achieving Inner City Pupils.

ED 208 089

Failure Syndrome: Stress Factor for Middle School Children.

ED 207 680

Final Evaluation Report on Detroit's Title IV-C Bilingual Project, 1978-1979.

ED 208 122

Follow-Up Study of 1979 Harper Transfer Alumni. Volume 11, Number 9.

ED 207 663

Interim Report Concerning Schools Involved in the Comprehensive Basic Skills Review Process.

ED 208 105

A Low-Inference Indicator of Lesson Structure in Mathematics.

ED 207 856

Multilevel Analyses of Teacher-Student Relationships in Junior High Classrooms.

ED 208 041

Performance in Literacy and Numeracy: 1980.

ED 208 056

Predicting College Achievement Using Performance in College-Level Courses Taken in High School, SAT Scores, and High School Rank.

ED 207 414

Production of Academic Achievement as a Function of Teachers' Training, Experience and Salaries.

ED 207 240

A Relationship Between Hemisphericity and Psycho-Epistemology.

ED 207 509//

Rural Youths' Decisions to Attend College: Aspirations and Realizations.

ED 207 765

Self-Esteem and Academic Behavior Among Elementary School Children.

ED 206 995

Some Effects of Parent Involvement in Schools.

ED 206 963

Student Responses to Seatwork: Implications for the Study of Students' Cognitive Processing.

ED 207 709

A Test of a Structural Model of Student Background and Motivation Variables Influencing Student Test Performance.

ED 208 026

Understanding How Students Learn—Outcome and Approach.

ED 208 015

Use of Cameras in an Early Childhood Classroom to Enhance Academic and Self-Concept Growth.

ED 207 521

Academic Advising

A Survey of Academic Advising Models Used by Maryland State Public Institutions of Higher Education. Research Report No. 4-80.

ED 207 460

Academic Aptitude

ACT Profiles of Louisiana State University-Baton Rouge Graduates and Selected Factors Which Affect Them. Research Report, Vol. 11, No. 2, July 1981.

ED 207 435

Cross-Cultural Sex Differences: Implications for Education.

ED 206 994

Academic Aspiration

Alaska High School Seniors Survey Report, 1979-80.

ED 207 431

Educational and Occupational Motivation and Adoption of Agricultural Technology among Rural Residents: A Preliminary Study.

ED 207 770

An Examination of the Perceived Educational Needs of a Sample of the Population of the Service Area of Kirkwood Community College.

ED 207 642

Motivating the Mexican-American Student Towards Higher Education.

ED 207 739

Race and Educational Ambitions: The Case of Japanese Americans.

ED 207 890

Rural Youths' Decisions to Attend College: Aspirations and Realizations.

ED 207 765

Study of Aspirations, Attitudes and Motivational Structure of Adolescent Girl Students of Iraq for Out-of-Home Jobs.

ED 207 748

Academic Education

Two Views of Criminology and Criminal Justice: Definitions, Trends, and the Future.

ED 207 394

Academic Failure

Failure Syndrome: Stress Factor for Middle School Children.

ED 207 680

Academic Freedom

Censorship in Public Schools.

ED 207 118

Academic Libraries

Changing Patterns in Internal Communication in Large Academic Libraries. Occasional Paper Number 6.

ED 207 602

Instructing the Academic Library User in the United States and Britain: A Review of the Literature and the State-of-the-Art in Oxford.

ED 207 599

Academic Standards

Accreditation and Its Significance for Programs of Higher Education in Criminology and Criminal Justice: A Review of the Literature.

ED 207 398

Failure Syndrome: Stress Factor for Middle School Children.

ED 207 680

Searching for Quality.

ED 207 626

Will the "Real" Proficiency Standard Please Stand Up?

ED 208 060

Working on the Urban Campus.

ED 207 453

1981 Local Option Testing Manual. Wisconsin Pupil Assessment Program.

ED 207 988

Academically Gifted

Elaborating the Reading Curriculum for the Gifted.

ED 207 016

Final Report of Project V.G.I.P., July 1, 1980-June 30, 1981.

ED 206 885

Structuring a Differentiated Language Arts Program for the Highly Able Reader in the Middle School.

ED 207 012

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ED 207 808

Acadians

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ED 207 361

Acceleration

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ED 207 618

Access to Education

An Evaluation of the Oklahoma Training for Child Care Careers Project.

ED 207 692

Everything You Wanted to Know About Handicapped Students (And Were Not Afraid to Ask).

ED 207 382

Minority Access to Higher Education: AAHE-ERIC/Higher Education Research Report 1.

ED 207 474

New York State Programs of Postsecondary Opportunity, 1979-80. An Analysis of Annual Reports of Programs at the City University, the State University, and Independent Colleges and Universities, with Recommendations.

ED 208 124

Research Study to Assess Individual and Vocational Program Needs for Adult Education. Final Report.

ED 206 930

Section 504: Help for the Learning Disabled College Student.

ED 207 412

Technology in Higher Education: Does It Really Improve Accessibility and Quality and Cost Less in the Long Run?

ED 207 428

Accessibility (for Disabled)

Implications of Section 504 of the Rehabilitation Act as Related to Physical Education Instructional, Personnel Preparation, Intramural, and Interscholastic/Intercollegiate Sport Programs.

ED 207 312

Accountability

Better Accountability Needed at the Medical University of South Carolina. Report by the Comptroller General of the United States.

ED 207 377

Days of Reckoning-Days of Opportunity: The 1981 Statesmen's Roundtable.

ED 207 317

Higher Education in American Society.

ED 207 405//

Secondary Special Education Accountability-Key for the 1980's.

ED 207 288

Some Measures of Evaluation and Effectiveness in Social Work Practice.

ED 207 902

Accounting

Accounting for Korean-Speaking Students. Student Manual.

ED 206 851

Accounting for Spanish-Speaking Students (Teacher's Manual).

ED 206 853

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ED 206 852

Accreditation (Institutions)

Accreditation and Its Significance for Programs of Higher Education in Criminology and Criminal Justice: A Review of the Literature.

ED 207 398

A Manual of Procedures for Approving Illinois Teacher Education Institutions and Programs. Revised Edition, 1980.

ED 207 980

School Accreditation. Booklets I through IX.

ED 207 217

State Approved Teacher Education Programs in New Jersey Colleges and Universities.

ED 207 986

Survey of States Requiring Foreign Languages for State School Accreditation.

ED 207 327

3,270 Postsecondary Institutions Accredited in 1980-81.

ED 207 425

Acculturation

Acculturation and Biculturalism among Three Generations of Mexican American and Anglo American School Children.

ED 207 741

Acculturative Stress among Asian, American and Polynesian Students on the Brigham Young University-Hawaii Campus.

ED 208 076

Survey of Immigrant and Refugee Students at the University of California, Berkeley.

ED 207 433

Achievement Gains

District 30 Queens. Chapter 720. Greek-English, Korean-English. Final Report.

ED 208 087

An Examination of Student Progress in Tacoma's Remediation Assistance Program (RAP) Compared with Progress of Similar Non-RAP Students.

ED 208 107

Report on the Educational Programs for Students of Limited English Proficiency in the State of New York.

ED 208 086

Achievement Need

Cross-Cultural Sex Differences: Implications for Education.

ED 206 994

The Effects of Need for Achievement on the Job Level/Job Satisfaction Relationship.

ED 206 972

Role Model Choice: Who Do Women Say Their Models Are?

ED 206 986

Women Entering Traditionally Male Professions: Achievement-Related Variables and Stress.

ED 206 977

Achievement Tests

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ED 208 053

City-Wide Summaries, City-Wide and District Performance Distributions, Kindergarten through Grade Twelve. 1978-79 Philadelphia City-Wide Testing Program, February 1979 Achievement Testing Program. Report No. 8004.

ED 208 052

Comparison of Pretest and Reanalysis Results of an Item Bias Study.

ED 208 036

The Consistency of Title I Evaluation Results for Commonly Used Test Batteries.

ED 208 035

Report on the Implementation of the Basic Skills Assessment Program, 1979-80.

ED 208 066

Study of the Career Intern Program. Final Report-Task B: Assessment of Intern Outcomes.

ED 206 842

Summary of Achievement Test Scores-1980. School-by-School Test Results.

ED 208 051

The Test Score Decline: A Review and Annotated Bibliography.

ED 207 995

ACT Theory

Complex Learning Processes.

ED 208 017

ACTION (Agency)

Oversight of the Domestic Volunteer Service Act, 1981. Hearing before the Subcommittee on Aging, Family and Human Services of the Committee on Labor and Human Resources, United States Senate, Ninety-Seventh Congress, First Session (April 9, 1981).

ED 206 874

Action Research

Promoting Classroom Teacher Research.

ED 207 951

Ad Hoc Groups

The U. S. Privacy Protection Commission-A Retrospective View from the Chair.

ED 207 923

Adapted Physical Education

Independent Swimming for Children with Severe Physical Impairments.

ED 207 306

Individualized Education Programs.

ED 207 299

Individualized Leisure Programs for Disabled Individuals.

ED 207 313

Organizational Strategies Individualizing Instruction for Physical Education.

ED 207 296

The Preparation of Schools to Meet the Physical Education Requirements of P.L. 94-142.

ED 207 960

Addition

Teaching the Computer to Add: An Example of Problem-Solving in an Anthropomorphic Computer Culture. Artificial Intelligence Memo No. 396.

ED 207 809

Adjustment (to Environment)

Acculturative Stress among Asian, American and Polynesian Students on the Brigham Young University-Hawaii Campus.

ED 208 076

The Adjustment of Native American Students to Public Schools in the East San Francisco Bay Area.

ED 207 729

Employment Services: Program Components and Models of Employment Services for Refugees.

ED 208 101

A Guide to Orientation Materials for Indochinese Refugees and Their Sponsors. A Selected, Annotated Bibliography.

ED 208 104

Subject Index

Health-Related Services: Program Components and Models of Health and Health-Related Services for Refugees.

ED 208 075

Home-School Discrepancies and the Puerto Rican Exceptional Child.

ED 207 292

Refugee Orientation: Program Components and Models of Orientation for Refugees, Sponsors and Service Providers.

ED 208 074

Refugee Resettlement in the United States: An Annotated Bibliography on the Adjustment of Cuban, Soviet and Southeast Asian Refugees.

ED 208 123

Social Adjustment Services: Program Components and Models of Social Adjustment Services for Refugees.

ED 208 072

Some Perspectives on the Problems of Alienated Youth.

ED 207 286

Administrative Organization

Children and Society: Issues for Pre-School Reforms.

ED 207 679

The Human Factor in Dissemination: Field Agent Roles in Their Organizational Context. Linking R&D with Schools.

ED 207 266

Program Review: Administrative Units and Service Units, COPE Study 1979-80.

ED 207 381

Rural Education: A New Research Centre Looks at Some Perennial Problems.

ED 207 781

Administrative Policy

Laws Applicable to Standard I of the Experimental Revised Standards for Accreditation.

ED 207 981

A Survey of Academic Advising Models Used by Maryland State Public Institutions of Higher Education. Research Report No. 4-80.

ED 207 460

Administrative Problems

Feasibility of an IFLA Round Table on the Management of Library Associations.

ED 207 482

Administrator Attitudes

Development of Procedures for Assessing the Impact of Vocational Education Research and Development on Vocational Education (Project IMPACT). Volume 2-A Case Study of the Illinois Occupational Curriculum Project.

ED 206 811

Factors Influencing Local Education Agency Participation in the Programs and Services of Education Service Agencies in the State of Texas. ESA Study Series/Report No. VI.

ED 207 207

Goal-Assessment for Administrative Decision-Making.

ED 207 410

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ED 207 956

A Study of School Discipline in Tennessee.

ED 207 151

Workshop Participants' Perception Rankings of Second Generation School Desegregation Issues.

ED 208 085

Administrator Characteristics

Educational Administration: A Forty-Year Perspective.

ED 207 225

Examining Management Success Potential.

ED 207 239

A Study of the Problem-Solving Pattern of Selected Secondary School Principals in Bendel State of Nigeria.

ED 207 136

Variables Associated With Effective Schooling.

ED 207 221

Administrator Education

Educational Administration: A Forty-Year Perspective.

ED 207 225

Administrator Evaluation

Effective Superintendent Evaluation-It's Not That Difficult.

ED 207 139

There's More to the Evaluation of a Superintendent than Meets the Eye.

ED 207 138

Administrator Qualifications

A Literature Review: Competencies for Principals of Bilingual/Community Schools.

ED 207 198

Administrator Responsibility

The Catholic School Principal: An Outline for Action.

ED 207 202

Superintendent's Contracts-What Should They Say? The School Attorney's Point of View.

ED 207 137

Administrator Role

Curriculum Development: A Function of Design and Leadership.

ED 207 213

Effective Principal, Effective School.

ED 207 131

How We Talk and How We Act: Administrative Theory and Administrative Life.

ED 207 376

Public Relations in the Community College: How to Start up an Operation, Determine the Program, and Master the Skills of Community College Public Relations.

ED 207 633

Roles, Competencies and Leadership Qualities of Administrators and Supervisors: An Annotated Bibliography.

ED 207 246

The Urban Principal. Discretionary Decision-Making in a Large Educational Organization.

ED 207 178

What Should Your Board Expect from Its Professional Staff?

ED 207 143

Administrators

Administrative Leadership. Effective and Responsive Decision Making in Higher Education.

ED 207 472//

Certification Standards for Professional School Personnel. Revised July 1, 1981.

ED 207 977

The Dream Deferred: A Golden Age for Women School Administrators.

ED 207 161

Examining Management Success Potential.

ED 207 239

Roles, Competencies and Leadership Qualities of Administrators and Supervisors: An Annotated Bibliography.

ED 207 246

A Selective Bibliography on School Materials: Selection and Censorship.

ED 207 568

Some Observations on the Available Research for the Media Manager.

ED 207 514//

The Status of Black Administrators in Higher Educational Institutions.

ED 207 406

A Summary of Descriptive Information. The State Director of Special Education.

ED 207 289

Admission (School)

A Study of Admissions Criteria and Its Relationship to Achievement in Connecticut Regional Vocational Technical Schools.

ED 206 934

Admission Criteria

Assessing Student Characteristics in Admissions to Higher Education. A Review of Procedures. Research Monograph Number 9.

ED 207 446

Study of Admission Requirements at a Select Group of Community Colleges in the United States. Volume 11, Number 11.

ED 207 664

A Study of Admissions Criteria and Its Relationship to Achievement in Connecticut Regional Vocational Technical Schools.

ED 206 934

Adult Education

215

Adolescent Literature

Books for the Teen Age, 1981.

ED 207 080

Adolescent Parents

Improving Services to Young Parents through CETA.

ED 208 110

Adolescents

Adolescent Suicide in the United States.

ED 206 967

Books for the Teen Age, 1981.

ED 207 080

Factbook on Youth. Research on Youth Employment and Employability Development. Youth Knowledge Development Report 2.5.

ED 206 863

Highlights from Student Drug Use in America 1975-1980.

ED 206 958

Hyperactivity as a Personality Disorder.

ED 207 715

The Labor Market Experience of 14-21-Year-Olds. Research on Youth Employment and Employability Development. Youth Knowledge Development Report 2.6.

ED 206 864

Sex Differences in Cognition: Exploring Alternative Explanations. Symposium Papers.

ED 206 947

Sibling Death During Adolescence: Self Concept and Bereavement Reactions.

ED 207 721//

You and Me and Human Sexuality: A Student Booklet Written for Deaf Adolescents.

ED 206 941

Adoption (Ideas)

Educational and Occupational Motivation and Adoption of Agricultural Technology among Rural Residents: A Preliminary Study.

ED 207 770

A Study of the Effects of Various Interventions in a Two-Year Implementation Effort. Procedures for Adopting Educational Innovations Program.

ED 207 944

Adult Basic Education

Adult Basic Education in Community Colleges. Junior College Resource Review.

ED 207 649

Adult Education Community Project and Planned Parenthood. A Study of an Inter-Agency Project in Honduras, Central America.

ED 206 828

An Evaluation of Computerized Instruction for Institutionalized Adult Students, Addicts and Alcoholics.

ED 206 823

Extending Basic Education to the Elderly: A Guide to Program Development.

ED 207 639

Securing Occupational Achievement through Readiness Skills (SOARS). A Resource Curriculum with Assessment and Strategies for Prevocational Skill Training.

ED 206 913

Teaching the Adult of the "80's".

ED 207 009

Adult Education

American Indian Regional Community Education Development. Final Report.

ED 207 752

Continuing Education for Business. Monograph 134.

ED 206 879

Designing and Validating Procedures for Insuring Quality Adult Education in Nursing Homes and Convalescent Centers. Toward a Theory of Practice for Insuring Quality Education in Nursing Homes: A Section 310 Final Report, May 15, 1980-June 12, 1981.

ED 206 806

Prospects for Adult Education and Development in Asia and the Pacific. Report of a Regional Seminar (Bangkok, November 24-December 4, 1980).

ED 206 801

Veterans Educational Assistance Program (GI Bill).

ED 207 408

Adult Learning

Extending Basic Education to the Elderly: A Guide to Program Development.

ED 207 639

A Guide to Developing Consumer Education Programs for the Elderly.

ED 207 640

Teaching the Adult of the "80's".

ED 207 009

Adult Programs

Adult Vocational Education Needs Assessment for the State of Connecticut. Innovative Models for Adult Vocational Education.

ED 206 929

Institute of Study for Older Adults, Liberal Arts Program: Annual Report, 1979-80.

ED 207 637

Adult Reading Programs

How to Read Faster and Better. The Evelyn Wood Reading Dynamics Program. How to Get Everything You Want from Anything You Read as Fast as You Can Think.

ED 207 017//

Adult Students

Difficultés d'apprentissage de la langue seconde chez l'immigrant adulte en situation scolaire: Une étude dans le contexte québécois (Adult Immigrants' Problems in Learning a Second Language in an Academic Setting: A Study in the Context of Quebec Culture and Practice). Publication B-101.

ED 207 332

Motivational Orientations of Senior Citizens Participating in the Elderhostel Program.

ED 206 927

Plan for the American Open University.

ED 207 455

Postsecondary Education in Indiana. A Summary Report with Recommendations. Part Four of a Four-Part Study. Manpower Report 81-3.

ED 207 448

Section 504: Help for the Learning Disabled College Student.

ED 207 412

Towards a Holistic Theory of Adult Education: Academic-Skills-Deprivation, Cause and Cure.

ED 207 456

Adult Vocational Education

Adult Vocational Education Needs Assessment for the State of Connecticut. Innovative Models for Adult Vocational Education.

ED 206 929

Making Experience Count in Vocational Education. A Guide to Help Vocational Educators Identify and Provide Recognition to Adult Women Who Have Vocationally-Relevant Life Experience Learning.

ED 206 876

Research Study to Assess Individual and Vocational Program Needs for Adult Education. Final Report.

ED 206 930

Adults

Coast Community Colleges Community Telephone Survey, 1980, Report Number 4. Tuning in on Channel 50: A Demographic Comparison of KOCE Watchers and Non-Watchers.

ED 207 647

An Examination of the Perceived Educational Needs of a Sample of the Population of the Service Area of Kirkwood Community College.

ED 207 642

1980 Culture Shock: Evolving Ethnographic Procedures to Study Adult Learning-To-Read Behaviors.

ED 207 007

Advance Organizers

The Compensatory Effect of Graphic Organizer Instruction on Text Structure.

ED 208 019

Advanced Placement Programs

Final Report of Nursing Transition: A Process to Facilitate Career Mobility, July 1, 1980-June 30, 1981.

ED 206 884

Adventure Education

Adapted Outward Bound Programmes: An Alternative for Corrections.

ED 207 746

The Recognition and Management of Burn-Out.

ED 207 744

You Alone in the North Woods: The Lost Hunter's Guide.

ED 207 749

Advertising

Culture Writ Electronic: Themes in Television Advertising.

ED 207 050

Keep Your Eye on the Moving Target: Planning Mass Media for Public Health Interventions.

ED 207 094

Advisory Committees

Advisory Councils on Vocational Education—Retrospect and Prospect.

ED 206 804

Feasibility of an IFLA Round Table on the Management of Library Associations.

ED 207 482

Resources for Schools: 17. A Handbook for Planning and Organizing Advisory Councils for Special Education. Publication # 12060-575-448-80-CR.

ED 207 274

Advocacy

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ED 207 315

Using 1980 Census Data for Local-Level Advocacy: An Introduction for Nontechnical Readers.

ED 207 899

Aeronautical Research

NASA's Role in Aeronautics: A Workshop. Volume VI - Aeronautical Research.

ED 207 866

Aerospace Education

NASA's Role in Aeronautics: A Workshop. Volume III - Transport Aircraft.

ED 207 863

NASA's Role in Aeronautics: A Workshop. Volume II - Military Aviation.

ED 207 862

NASA's Role in Aeronautics: A Workshop. Volume I-Summary.

ED 207 852

NASA's Role in Aeronautics: A Workshop. Volume IV - General Aviation.

ED 207 864

NASA's Role in Aeronautics: A Workshop. Volume VI - Aeronautical Research.

ED 207 866

NASA's Role in Aeronautics: A Workshop. Volume VII - Background Papers.

ED 207 867

NASA's Role in Aeronautics: A Workshop. Volume V - Rotorcraft.

ED 207 865

Aerospace Industry

NASA's Role in Aeronautics: A Workshop. Volume III - Transport Aircraft.

ED 207 863

NASA's Role in Aeronautics: A Workshop. Volume II - Military Aviation.

ED 207 862

NASA's Role in Aeronautics: A Workshop. Volume I-Summary.

ED 207 852

NASA's Role in Aeronautics: A Workshop. Volume IV - General Aviation.

ED 207 864

NASA's Role in Aeronautics: A Workshop. Volume VI - Aeronautical Research.

ED 207 866

NASA's Role in Aeronautics: A Workshop. Volume VII - Background Papers.

ED 207 867

NASA's Role in Aeronautics: A Workshop. Volume V - Rotorcraft.

ED 207 865

Aerospace Technology

NASA's Role in Aeronautics: A Workshop. Volume I-Summary.

ED 207 852

Aesthetic Education

Photography To Enhance Aesthetic Skills.

ED 207 506//

Affective Behavior

Bilingual Education and Affective Outcomes: The Past Ten Years and the Mexican American Experience.

ED 207 730

Emotional Experience and Regulation of Expressive Behavior.

ED 207 700

Africa

Curriculum for Early Childhood Education: A Report of a Workshop Held at the Kenya Institute of Education (July 16 to August 3, 1979). Volume 1.

ED 207 684

Curriculum for Early Childhood Education: A Report of a Workshop Held at the Kenya Institute of Education (July 16 to August 3, 1979). Volume 2.

ED 207 685

Rural Journalism in Africa. Reports and Papers on Mass Communication No. 88.

ED 207 056

African Culture

Rural Journalism in Africa. Reports and Papers on Mass Communication No. 88.

ED 207 056

After School Programs

Hispanic Vocational Exploration Project. Final Report.

ED 206 936

Age

Student Age and Ethnic Background, Fall 1979-80 and Fall 1972-73, Minority Group Enrollment Statistics, [and] Student Age Distributions, Fall 1980-81. Analytical Studies Research Reports, 80-4, 80-5, [and] 81-2.

ED 207 621

Age Bias

Elder Theatre: Positive Image of Aging and Forum for Intergenerational Communication.

ED 207 120

Age Differences

Children's Perceptions of the Sources of Self-Knowledge.

ED 207 706

Cross-Gender and Cross-Generational Perceptions of Sexuality.

ED 206 974

Age Grade Placement

Academic Achievement in a Handicapped and a Non-Handicapped Incarcerated Juvenile Delinquent Population.

ED 207 272

Age Groups

A Comparison of Multi-Age and Homogeneous Age Grouping in Early Childhood Centers.

ED 207 673

Agency Cooperation

Adult Education Community Project and Planned Parenthood. A Study of an Inter-Agency Project in Honduras, Central America.

ED 206 828

Case Studies of Three Interorganizational Arrangements.

ED 207 189

Organizations Collaborating to Improve Educational Practice.

ED 207 190

Reservation School Districts. Report of the Annual Indian Town Hall (6th, White Mountain Apache Reservation, Arizona, December 6-7, 1978).

ED 207 728

Agency Role

The Role of Education Service Agencies in Metropolitan Areas. ESA Study Series/Report No. IX.

ED 207 210

Subject Index

Aggression

Differential Characteristics for Hyperactive Children High and Low on Aggression.

ED 207 717

The Differential Effects of Frustration and Success Upon Competitive and Cooperative Behavior.

ED 206 969

Peer Perceptions of the Behavior of Hyperactive Children.

ED 207 701

The Treatment of Wife Abuse in Recent Social Science Literature.

ED 206 981

Aging (Individuals)

Developments in Aging: 1980. Part 1 and Part 2: Appendixes. Resolution Authorizing a Study of the Problems of the Aged and Aging. Conducted Pursuant to S. Res. 353. A Report of the Special Committee on Aging. United States Senate, Ninety-Seventh Congress, First Session.

ED 206 996

Aging Education

The Economics of Aging: A Guide for Independent Study.

ED 207 913

Agricultural Education

Alcohol Fuel Production for Vocational Students: Secondary, Postsecondary.

ED 206 895

Proceedings of the Annual Southern Research Conference in Agricultural Education (30th, Lubbock, Texas, July 21-23, 1981).

ED 206 873

Agricultural Technology

Educational and Occupational Motivation and Adoption of Agricultural Technology among Rural Residents: A Preliminary Study.

ED 207 770

Agriculture

Finding the Facts About Agriculture: A New Approach to Searching the Literature.

ED 207 605

Air Force Academy CO

Bring Me Men and Women. Mandated Change at the U.S. Air Force Academy.

ED 207 437/1

Alabama

Satisfaction with Rural Services: The Policy Preferences of Leaders and Community Residents.

ED 207 768

Alaska

Alaska High School Seniors Survey Report, 1979-80.

ED 207 431

Individualized Study by Telecommunications. Model and Procedures Documentation Report.

ED 207 529

Alaska Natives

What You Say After Hello: Pre-Service Orientation for Native Programs.

ED 207 734

Alcohol Fuels

Alcohol Fuel Production for Vocational Students: Secondary, Postsecondary.

ED 206 895

Alcoholism

Drug and Alcohol Abuse: Implications for Treatment. Treatment Research Monograph Series.

ED 206 959

Drug and Alcohol Abuse in Booming and Depressed Communities. Services Research Report.

ED 206 989

An Evaluation of Computerized Instruction for Institutionalized Adult Students, Addicts and Alcoholics.

ED 206 823

The Problem-Drinking Drug Addict. Services Research Report.

ED 206 987

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ED 206 964

Algebra

Algebraic and Trigonometric Equations With Applications. A Study Guide of the Science and Engineering Technician Curriculum.

ED 207 787

Algorithms

Estimation in Latent Trait Models.

ED 208 033

Allied Health Occupations Education

Follow-Up Study of Dietetic Technician Graduates, 1975-1979. Volume 10, Number 14.

ED 207 659

HOSA Competitive Event Guidelines. Health Occupations Students of America. Students with Special Needs.

ED 206 894

Personality Characteristics and Learning Style Preferences of Allied Health Students.

ED 207 954

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ED 207 383

Allied Health Personnel

Final Report of an Expansion of a Model for Development of Proficiency/Equivalency Tests for Clinical Laboratory Personnel, July 1, 1980-June 30, 1981.

ED 206 880

Alternative Careers

The Problem of Interfacing the Academic and Business Worlds: Internship Programs in Communication.

ED 207 113

Ambiguity

Equivocal Messages in Organizations.

ED 207 122

American Association of University Professors

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ED 207 458

American College Personnel Association

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ED 207 462

American College Testing Program

ACT Profiles of Louisiana State University-Baton Rouge Graduates and Selected Factors Which Affect Them. Research Report, Vol. 11, No. 2, July 1981.

ED 207 435

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ED 207 615

American Indian Education

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ED 207 752

Education North Evaluation Project. The First Annual Report.

ED 207 774

The Future of Indian People Rests with Their Young. An Administrative and Programmatic Study of the Office of Indian Education, U.S. Department of Education.

ED 207 777

An On-Campus, Off-Campus Model for Native Indian Teacher Education.

ED 207 726

Oversight of Indian Program Budgets. Hearing Before the Select Committee on Indian Affairs. United States Senate, Ninety-Seventh Congress, First Session on Review of Budget Submissions of the Bureau of Indian Affairs, Department of the Interior; Indian Health Service, Department of Health and Human Services; Office of Indian Education, Department of Education; and Indian Housing, Department of Housing and Urban Development.

ED 207 772

Annotated Bibliographies

217

Reflections on the Education of Native American Children, Focusing on Navajo Children.

ED 207 751

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ED 207 728

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ED 207 736

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ED 207 771

American Indian Reservations

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ED 207 752

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ED 207 728

American Indian Studies

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ED 207 878

American Indians

The Adjustment of Native American Students to Public Schools in the East San Francisco Bay Area.

ED 207 729

Counseling and Minorities: A Bibliography.

ED 206 968

Oversight of Indian Program Budgets. Hearing Before the Select Committee on Indian Affairs. United States Senate, Ninety-Seventh Congress, First Session on Review of Budget Submissions of the Bureau of Indian Affairs, Department of the Interior; Indian Health Service, Department of Health and Human Services; Office of Indian Education, Department of Education; and Indian Housing, Department of Housing and Urban Development.

ED 207 772

American Open University NE

Plan for the American Open University.

ED 207 455

Analysis of Covariance

An Examination of Student Progress in Tacoma's Remediation Assistance Program (RAP) Compared with Progress of Similar Non-RAP Students.

ED 208 107

A Test of a Structural Model of Student Background and Motivation Variables Influencing Student Test Performance.

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Ancillary School Services

Needs Assessment Samples. Technical Assistance and Dissemination System: Illinois Special Needs Populations.

ED 206 838

Section 504: Help for the Learning Disabled College Student.

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Androgyny

The Dual-Profession Family and Children's Sex-Role Preferences.

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The Progress of Self-Reported Androgynous Behavior in College Women.

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The Relationship of Sex Role and Career Factors in Career Decision Making.

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Anglo American Cataloging Rules

FLC/FEDLINK AACR 2 Cataloging Manual for Federal Libraries.

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Annotated Bibliographies

All You Have To Do Is Ask. The ERIC Information System Can Lead You Through the Maze of Education Research As Fast As You Can Think of Questions, and You Can Learn To Use It in an

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 Cognitive Somatic Behavioral Interventions for Maximizing Gymnastic Performance. ED 207 948
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 Course Syllabus for Grades 9-12, Music. Band. ED 207 938
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 The Interaction of Learner Aptitudes with Instructional Treatment in Quadratic Inequalities. ED 207 488//
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 Linking Architecture and History in the Teaching of Undergraduates: A Three Course Sequence. ED 207 421
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 La Experiencia Mexicana (The Mexican Experience). Volumes I and II. ED 207 766
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 Preserving Your Historical Records. Proceedings of the Symposium Held at Drake University (Des Moines, Iowa, October 21-22, 1978). ED 207 546
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 Improving Reading Comprehension: Teaching Relationships through the Arts. ED 207 010
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 The American Cowboy as Depicted Through Music and Poetry: Instructional Materials for the Elementary Classroom Teacher. ED 207 901
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 Art for the Handicapped, 1978-1979. ED 207 275
 Course Syllabus for Grades 10-12, Art. Art 2 + 3. ED 207 936
 Course Syllabus for Grades 9-12, Art. Art 1. ED 207 935
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 Final Report of Nursing Transition: A Process to Facilitate Career Mobility, July 1, 1980-June 30, 1981. ED 206 884
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 AI Based Personal Learning Environments: Directions for Long Term Research. AI Memo 384. ED 207 580
 Career Planning Modules for the Officer Career Information and Planning System. ED 207 554
 Complex Learning Processes. ED 208 017
 On "Learnable" Representations of Knowledge: A Meaning for the Computational Metaphor. AI Memo 441. ED 207 588
 Wumpus Advisor I. A First Implementation of a Program That Tutors Logical and Probabilistic Reasoning Skills. AI Memo 381. ED 207 585
- Asbestos**
 Asbestos Abatement in Oklahoma Schools. ED 207 185
 Bidding Documents for Asbestos Abatement in Oklahoma Public Buildings. ED 207 184
- Asia**
 Development of Productive Skills. Report of a Sub-Regional APEID Workshop on Non-Formal and Alternative Structures in Education with Emphasis on Development of Productive Skills (Philippines, May 28-June 16, 1979). ED 206 799
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 Prospects for Adult Education and Development in Asia and the Pacific. Report of a Regional Seminar (Bangkok, November 24-December 4, 1980). ED 206 801
- Asian Americans**
 Counseling and Minorities: A Bibliography. ED 206 968
 A Guide to Orientation Materials for Indochinese Refugees and Their Sponsors. A Selected, Annotated Bibliography. ED 208 104
 The New Asian Immigrants. ED 208 078
 Vietnamese Refugee Students: A Handbook for School Personnel. Second Edition. ED 208 109
- Asian Studies**
 Basic Skills in Asian Studies. ED 207 884
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 Displaced Homemakers: Vo-Tech Workshop Guide. ED 206 872
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 A School Principal's Guide to Incentives to Promote Educational Equity for Girls and Boys. Final Report. ED 207 222
- Assessments of Performance in Teaching**
 Assessments of Performance in Teaching Field Study Instrument. ED 207 990
- Associate Degrees**
 Associate Degrees: A Look at the 70's. National Center for Education Statistics Bulletin. ED 207 628
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 Together We Do More: Cost-Effectiveness Through Interinstitutional Cooperation. ED 207 373
- At Risk (for Handicap)**
 Relationship-Focused Intervention with High-Risk Infants: First Year Findings. ED 207 319
- Athletic Coaches**
 Leadership is Everybody's Business: Insights Into Sport Situations. ED 207 964
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 The Big Game. College Sports and American Life. ED 207 468//
 Implications of Section 504 of the Rehabilitation Act as Related to Physical Education Instructional, Personnel Preparation, Intramural, and Interscholastic/Intercollegiate Sport Programs. ED 207 312
 INFO RELEASE. National Information Network for Recreation, Leisure and Sport. ED 207 535
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 Administrative Decentralization in School Systems and Its Effect on the Organization of Media Services. Atlanta Public Schools: A Case Study. ED 207 595
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 Product Evaluation of the Uniform Code of Student Conduct Component of the Detroit Desegregation Court Order. ED 208 115
 Student Absenteeism: Causes, Effects, and Possible Solutions. ED 207 157
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 The Roles of Attention, Instruction, and Medium-Related Skills in Children's Television Viewing. ED 207 491//
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 Cultural Influence on Selective Attention Processes among Nigerian Adolescents. ED 208 009
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 Alternative Teacher Education Programs: Their Effect on Selected Students' Attitudes. ED 207 961
 Changing Women's Self-Perceptions: The Impact of a Psychology of Women Course. ED 206 961
 Coorientation Time Trends in a Small Group. ED 207 097
 Elder Theatre: Positive Image of Aging and Forum for Intergenerational Communication. ED 207 120
 First Year Teachers: Perceptions of Changes. ED 207 972

Subject Index

- Journalism History and Women's Experience: A Problem in Conceptual Change. ED 207 045
- Mainstreaming Children with Special Needs: Using Puppetry, Dramatic Play and Literature to Help Young Children Understand Handicaps. ED 207 320
- The Modification of Students' Attitudes Toward Disabled Persons. ED 207 287
- Persuasive Films: Techniques Used to Change Attitudes. ED 207 513//
- The Progress of Self-Reported Androgynous Behavior in College Women. ED 206 980
- A Study of Attitude Change in College Classes. ED 207 928
- Attitude Measures**
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- Rural-Urban Differences in Sex Role Orientations. ED 207 764
- Attitudes**
- In-Service Training Program for Library Paraprofessionals: A Report. ED 207 536
- Attribution Theory**
- Attributions, Learned Helplessness and Sex Differences in Achievement. ED 208 020
- Career Vitalization and Stress among Professors: An Attributional Model. ED 207 478
- Rape: The Role of Societal Norms and the Psychological Need for Control in the Attribution of Blame. ED 206 979
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- Audiotape Recordings**
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Auditory Perception

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Austin Independent School District TX

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Australia (Queensland)

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Authors

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Autoinstructional Aids

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Automatic Indexing

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Automation

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Aviation Education

- NASA's Role in Aeronautics: A Workshop. Volume III - Transport Aircraft. ED 207 863
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Basic Skills

219

- NASA's Role in Aeronautics: A Workshop. Volume IV - General Aviation. ED 207 864

- NASA's Role in Aeronautics: A Workshop. Volume VI - Aeronautical Research. ED 207 866

- NASA's Role in Aeronautics: A Workshop. Volume VII - Background Papers. ED 207 867

- NASA's Role in Aeronautics: A Workshop. Volume V - Rotorcraft. ED 207 865

Aviation Technology

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- NASA's Role in Aeronautics: A Workshop. Volume IV - General Aviation. ED 207 864

- NASA's Role in Aeronautics: A Workshop. Volume VI - Aeronautical Research. ED 207 866

- NASA's Role in Aeronautics: A Workshop. Volume VII - Background Papers. ED 207 867

- NASA's Role in Aeronautics: A Workshop. Volume V - Rotorcraft. ED 207 865

Bachelors Degrees

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- Degrees and Other Formal Awards Conferred by Kentucky Colleges and Universities, 1980. ED 207 424

Bahamas

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Basal Reading

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Basic Skills

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- Basic Skills in Asian Studies. ED 207 884
- Basic Skills Programs at the City University of New York: English as a Second Language. ED 207 074
- Basic Skills Programs at the City University of New York: Reading. ED 207 029
- Basic Skills Programs at the City University of New York: Writing. ED 207 073
- City-Wide Summaries, City-Wide and District Performance Distributions, Kindergarten through Grade Twelve. 1978-79 Philadelphia City-Wide Testing Program, February 1979 Achievement Testing Program. Report No. 8004. ED 208 052
- Higher Horizons 100, 1980-81 Compensatory Program Evaluation. Report 81-7. ED 207 028
- Humanistic Literacy and the Community College Student. ED 207 630

- I. D. S. [Interdisciplinary Studies in General Education]: A Program for the 80's. ED 207 635
Interim Report Concerning Schools Involved in the Comprehensive Basic Skills Review Process. ED 208 105
Mathematics Instructional Materials—Elementary Grade Level. ED 207 813
Report on the Implementation of the Basic Skills Assessment Program, 1979-80. ED 208 066
Secondary Special Education Accountability—Key for the 1980's. ED 207 288
Selected Characteristics of Massachusetts School Districts' Basic Skills Improvement Plans. ED 208 004
State Objectives: Reading, Writing, and Mathematics, Grades K-12. Basic Skills Assessment Program. ED 208 065
Teaching and Testing Our Basic Skills Objectives. Pilot Edition. ED 208 067
- Basic Skills Improvement Program (Massachusetts)**
Selected Characteristics of Massachusetts School Districts' Basic Skills Improvement Plans. ED 208 004
- Battered Women**
The Treatment of Wife Abuse in Recent Social Science Literature. ED 206 981
- Bayley Scales of Infant Development**
Correlations Between the McCarthy Scales of Children's Abilities and the Bayley Scales of Infant Development. ED 208 034
- Beginning Teachers**
Assessments of Performance in Teaching Field Study Instrument. ED 207 990
First Year Teachers: Perceptions of Changes. ED 207 972
The OD' Role in Education: What Do You Do With a Beginner Professor Who Joins the University? ED 207 416
- Behavior**
The Urban Principal. Discretionary Decision-Making in a Large Educational Organization. ED 207 178
- Behavior Modification**
Assessment of Adherence to Eating Habit and Exercise Components in a Behavioral Weight Control Program. ED 206 946
Cognitive Somatic Behavioral Interventions for Maximizing Gymnastic Performance. ED 207 948
- Behavior Patterns**
Drug and Alcohol Abuse: Implications for Treatment. Treatment Research Monograph Series. ED 206 959
An Intergenerational Study of the Psychosocial Atmosphere in the Families of Married Couples. ED 206 973
The Problem-Drinking Drug Addict. Services Research Report. ED 206 987
Psychosocial Characteristics of Drug-Abusing Women. Services Research Monograph Series. ED 206 990
Self-Esteem and Academic Behavior Among Elementary School Children. ED 206 995
- Behavior Problems**
Some Perspectives on the Problems of Alienated Youth. ED 207 286
- Behavior Rating Scales**
Behavioral Checklist of Infant/Toddler Care-Provider Competencies. ED 207 678
- Behavior Standards**
Rape: The Role of Societal Norms and the Psychological Need for Control in the Attribution of Blame. ED 206 979
- Behavior Theories**
Prevention of Child Abuse: Theory, Myth, Practice. ED 207 669
- Behavioral Checklist Infant Toddler Care Provider**
Behavioral Checklist of Infant/Toddler Care-Provider Competencies. ED 207 678
- Behavioral Objectives**
Adapted Outward Bound Programmes: An Alternative for Corrections. ED 207 746
- Behavioral Science Research**
Antecedents of Children's Comprehension of the Purpose of Television Advertising. ED 207 049
Selective Learning of Prose Passages Due to Aggressive Content. ED 207 039
Teaching Social Work Research: Alternative Programs and Strategies. ED 207 367
- Behaviorism**
Reconceptualizing the Theory-Base of Educational Technology: Re-opening the Theory-Practice Debates. ED 207 502//
- Bereavement**
Sibling Death During Adolescence: Self Concept and Bereavement Reactions. ED 207 721//
- Bias**
Future Parenting: What Issues Need Attention? ED 207 716
The J. R. Syndrome: Administrator Bias in Teacher Evaluation. Publication Number 80.51. ED 207 229
- Biculturalism**
Acculturation and Biculturalism among Three Generations of Mexican American and Anglo American School Children. ED 207 741
- Bids**
Bidding Documents for Asbestos Abatement in Oklahoma Public Buildings. ED 207 184
- Bilingual Education**
Accounting for Korean-Speaking Students. Student Manual. ED 206 851
Accounting for Spanish-Speaking Students (Teacher's Manual). ED 206 853
Acculturation and Biculturalism among Three Generations of Mexican American and Anglo American School Children. ED 207 741
Basic Concepts and Techniques in Accounting for Spanish Speaking Students (Student's Manual). ED 206 852
Bilingual Education and Affective Outcomes: The Past Ten Years and the Mexican American Experience. ED 207 730
Bilingual Education Community Study: Implementing Bilingual Education in an Urban Midwestern Context. ED 207 727
District 30 Queens. Chapter 720. Greek-English, Korean-English. Final Report. ED 208 087
Ensenanza Bilingue (Bilingual Education). ED 207 331
Evaluations of Bilingual Programs: Examples of the Reproductive Functions of Evaluative Research. Bilingual Education Paper Series, Vol. 4 No. 7. ED 207 992
Final Evaluation Report on Detroit's Bilingual Individualized Instructional Management System Project, 1978-1979. ED 208 121
- Bilingual Education Act 1968**
Final Evaluation Report on Detroit's Bilingual Individualized Instructional Management System Project, 1978-1979. ED 208 121
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Accounting for Korean-Speaking Students. Student Manual. ED 206 851
Basic Concepts and Techniques in Accounting for Spanish Speaking Students (Student's Manual). ED 206 852
Simbolos Nacionales. National Symbols. ED 207 785
- Bilingual Programs**
Accounting for Spanish-Speaking Students (Teacher's Manual). ED 206 853
Evaluations of Bilingual Programs: Examples of the Reproductive Functions of Evaluative Research. Bilingual Education Paper Series, Vol. 4 No. 7. ED 207 992
On-Site Evaluation in Illinois. ED 208 055
- Bilingual Students**
Strategies for Identification and Academic Development of the Gifted/Talented Bilingual Student. ED 207 290
- Bilingualism**
The Acquisition of Morphology by a Bilingual Child: A Whole-Word Approach. ED 207 328
- Binomial Error Model**
On False-Positive and False-Negative Decisions with a Mastery Test. ED 208 022
- Bioethics**
An Analysis of Student Choices in Medical Ethical Dilemmas. ED 207 912
- Biology**
Conservation Reasoning Ability and Performance on BSCS Blue Version Examinations. ED 207 820
Teacher's Guide for Computational Models of Animal Behavior: A Computer-Based Curriculum Unit to Accompany the Elementary Science Study Guide "Behavior of Mealworms." Artificial Intelligence Memo No. 432. ED 207 798
- Black Achievement**
The Limits of Compensatory Education. ED 208 094
- Black Colleges**
An Assessment and Analysis of Selected Learning Modes Preferred by Students. Learning Theory and Applications. ED 207 407

Subject Index

The Predominantly Black College: An Exploration of Its Role and Function.

ED 207 409

Black Students

Ethnographic Monitoring of Children's Acquisition of Reading/Language Arts Skills In and Out of the Classroom. Volumes I, II, and III. Final Report.

ED 208 096

The Predominantly Black College: An Exploration of Its Role and Function.

ED 207 409

Black Youth

Low-Income, Black Preschoolers' Ability to Complete Temporally-Ordered Sequences.

ED 207 704

Blacks

Counseling and Minorities: A Bibliography.

ED 206 968

DataTrack 6: Blacks and Hispanics in the United States.

ED 207 869

Occupational Aspirations of Talented Black Adolescent Females.

ED 206 976

Sources of Black-White Earnings Differences.

ED 207 162

The Status of Black Administrators in Higher Educational Institutions.

ED 207 406

Blame

Rape: The Role of Societal Norms and the Psychological Need for Control in the Attribution of Blame.

ED 206 979

The Treatment of Wife Abuse in Recent Social Science Literature.

ED 206 981

Blindness

Evaluation and Research Program for the Portable Braille Recorder (PBR). Volume I. Final Report.

ED 207 267

Evaluation and Research Program for the Portable Braille Recorder (PBR). Volume II. Appendices to Final Report.

ED 207 268

Evaluation and Research Program for the Portable Braille Recorder (PBR). Volume III. Appendix 19, Digicassette Operating Manual.

ED 207 269

Report on Questions Raised and Requests Made at the 1980 National Conference of Librarians Serving Blind and Physically Handicapped Readers.

ED 207 574

Board of Education Policy

An Analysis of Public Relations Policy Development in Selected Public School Districts.

ED 207 245

Handbook for Developing a Code of Conduct for Students.

ED 207 130

In Search of Ways to Reduce Unnecessary Teacher Absenteeism.

ED 207 180

Laws Applicable to Standard I of the Experimental Revised Standards for Accreditation.

ED 207 981

Student Rights and Responsibilities. Derechos y Responsabilidades de Estudiantes.

ED 207 740

Board of Education Role

The Board's Responsibility for Attracting and Landing the Best Teaching Staff.

ED 207 142

Effective Superintendent Evaluation-It's Not That Difficult.

ED 207 139

Preparing for Collective Bargaining: The Players and the Game Play (an Introductory Approach).

ED 207 146

Superintendent's Contracts-What Should They Say? The School Attorney's Point of View.

ED 207 137

There's More to the Evaluation of a Superintendent than Meets the Eye.

ED 207 138

What School Boards Can Do to Improve Teacher Competency.

ED 207 140

Boards of Education

Closed (Executive) Sessions: How to Use & Present Them to the Public.

ED 207 141

Body Language

Gestures of India: A Study of Emblems among Punjabi Residents of Canada.

ED 207 093

The Ontogeny of Communication.

ED 207 091

Bogardus Social Distance Scale

Programs for Changing Attitudes: Social Distance and the Department of Public Instruction's Human Relations Program.

ED 208 093

Boggs (Hale)

Hale Boggs on J. Edgar Hoover: Rhetorical Choice and Political Denunciation.

ED 207 098

Bookmaking

Producing Classroom Authors: Grades K-6.

ED 207 085

Books

Preserving Your Historical Records. Proceedings of the Symposium Held at Drake University (Des Moines, Iowa, October 21-22, 1978).

ED 207 546

Braille

Evaluation and Research Program for the Portable Braille Recorder (PBR). Volume I. Final Report.

ED 207 267

Evaluation and Research Program for the Portable Braille Recorder (PBR). Volume II. Appendices to Final Report.

ED 207 268

Evaluation and Research Program for the Portable Braille Recorder (PBR). Volume III. Appendix 19, Digicassette Operating Manual.

ED 207 269

Brain Drain

Alaska High School Seniors Survey Report, 1979-80.

ED 207 431

Brain Hemispheres

Cerebral Economics: Resource Competition Within But Not Between Hemispheres. Technical Report No. 3.

ED 207 861

Brennan (William J)

William Brennan and the Failed "Theory" of Actual Malice.

ED 207 043

British Columbia

The Native Courtworker and Counselling Association of British Columbia. Annual Report, 1980-81.

ED 207 742

Broadcast Industry

Choosing a Color Television System.

ED 207 087

Remarks of Mark S. Fowler, Chairman, Federal Communications Commission.

ED 207 088

Broadcast Television

Choosing a Color Television System.

ED 207 087

Budgeting

Financing Community Colleges, 1981.

ED 207 631

Learning Activity Packet: Preparing a Budget. Technical Assistance and Dissemination System: Illinois Special Needs Populations.

ED 206 837

Oversight of Indian Program Budgets. Hearing Before the Select Committee on Indian Affairs. United States Senate, Ninety-Seventh Congress, First Session on Review of Budget Submissions of the Bureau of Indian Affairs, Department of the Interior; Indian Health Service, Department of Health and Human Services; Office of Indian Education, Department of Education; and Indian Housing, Department of Housing and Urban Development.

California (South)

221

velopment.

ED 207 772

Budgets

Once Established, What Techniques Work Best for Monitoring the District?

ED 207 169

Building Design

Linking Architecture and History in the Teaching of Undergraduates: A Three Course Sequence.

ED 207 421

Bureau of the Census

Using 1980 Census Data for Local-Level Advocacy: An Introduction for Nontechnical Readers.

ED 207 899

Burnout

The Recognition and Management of Burn-Out.

ED 207 744

Business

Languages: The Plus in Today's World.

ED 207 365

The Use of Microcomputers for Training: Business and Industry.

ED 207 598

Business Administration

A Pilot Program to Provide Ownership Skills to Seniors in the Vocational Technical Schools and Other Educational Institutions. Year Three. Final Report.

ED 206 935

Business Education

Can Business Education Mainstream the Handicapped Into the Skills Areas?

ED 207 318

Continuing Education for Business. Monograph 134.

ED 206 879

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Level of Economic Knowledge of Certain Groups of Teachers.

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Business Skills

A Pilot Program to Provide Ownership Skills to Seniors in the Vocational Technical Schools and Other Educational Institutions. Year Three. Final Report.

ED 206 935

Cable Television

Communicating Innovations Via Television: A Study of Learning Within a Social Context.

ED 207 103

Implementing Interactive Telecommunications Services. Final Report on Problems Which Arise During Implementation of Field Trials and Demonstration Projects.

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Calculators

Analysis of Users' Intuitions About the Operation of Electronic Calculators. Report No. 80-4. Series in Learning and Cognition.

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Problem Solving with Calculators in Elementary School Mathematics: Report to the Protestant School Board of Greater Montreal.

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Calibration

Basic Ideas in Item Banking.

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California

The Changing Ethnic Population and Its Impact on School Districts in California.

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Excellence Through Opportunity. ESEA Title I Reallocation Projects, 1979-1980.

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California (South)

Acculturation and Biculturalism among Three Generations of Mexican American and Anglo American School Children.

- ED 207 741
- California Achievement Tests**
Accountability Testing Handbook. ED 208 061
- Cambridge Conference on Teacher Training**
Goals for Mathematical Education of Elementary School Teachers: A Report of the Cambridge Conference on Teacher Training. ED 207 814
- Canada**
Changing Women's Self-Perceptions: The Impact of a Psychology of Women Course. ED 206 961
The Contribution of Psychology to Canadian Higher Education. ED 207 427
Corporal Punishment in the Schools. ED 207 200
Job Market Reality for Postsecondary Graduates. Employment Outcome by 1978. Two Years after Graduation. ED 207 467
The Relevance of Teacher Education. ED 207 939
State-of-the-Art Review of Bibliographic Control in Higher Education in Canada. ED 207 429
What's So Canadian About Canadian Educational Administration? Essays on the Canadian Tradition in School Management. Informal Series/27. ED 207 199//
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Education North Evaluation Project. The First Annual Report. ED 207 774
The Native Courtworker and Counselling Association of British Columbia. Annual Report, 1980-81. ED 207 742
An On-Campus, Off-Campus Model for Native Indian Teacher Education. ED 207 726
- Capital**
Toward an American Rural Renaissance. The Role of Investment Capital in Rural Development. ED 206 920
- Career Awareness**
A Career Education Sampler: Teaching Ideas for Grades K-3. ED 206 888
A Career Education Sampler: Teaching Ideas for Grades 4-6. ED 206 889
Development of Procedures for Assessing the Impact of Vocational Education Research and Development on Vocational Education (Project IMPACT). Volume 5-A Case Study of Illinois Career Education Projects at the Awareness Level. ED 206 814
- Career Change**
Medical Technology: Factors Contributing to Professional Attrition. ED 207 413
- Career Choice**
Choosing a College Major in the Hard and Technical Sciences and the Professions: A Causal Explanation. ED 206 829
Differences Between Women Who Choose Traditional and Non-Traditional Careers. ED 206 832
Forecasting and Maximizing Post-Secondary Futures: Dilemmas Over Negative Futures and Their Hidden Costs. ED 207 369
Increasing Occupational Role Innovation: Intervention Implications of Two Survey Studies. ED 206 900
Mathematics Self-Efficacy and the Consideration of Math-Related Majors: A Preliminary Path Model. ED 207 847
Personality Characteristics and Learning Style Preferences of Allied Health Students. ED 207 954
- The Relationship of Sex Role and Career Factors in Career Decision Making. ED 206 949
Stability and Change in Farming Plans: Results from a Longitudinal Study of Young Adults. ED 207 761
- Career Counseling**
Educational and Vocational Guidance in Denmark. Education in Denmark. ED 206 833
Product Evaluation of the Counseling and Career Guidance Component of the Detroit Desegregation Court Order. ED 208 112
Tracking Working Women. Final Report, August 1980-June 30, 1981. ED 206 902
- Career Development**
Expanding Career Options: A Model Sex Equity Program. Participant Guide. ED 206 951
Expanding Career Options: A Model Sex Equity Program. Trainer Manual. ED 206 950
Final Report of Project V.G.I.P., July 1, 1980-June 30, 1981. ED 206 885
- Career Education**
Career Development for Dropout LD and ED Adolescent Boys: Two Evaluation Reports on Activities between April 1, 1980-September 30, 1980 and October 1, 1980-March 31, 1981. ED 207 284
A Career Education Sampler: Teaching Ideas for Grades K-3. ED 206 888
A Career Education Sampler: Teaching Ideas for Grades 4-6. ED 206 889
A Career Education Sampler: Teaching Ideas for Grades 7-9. ED 206 890
Development of Procedures for Assessing the Impact of Vocational Education Research and Development on Vocational Education (Project IMPACT). Volume 5-A Case Study of Illinois Career Education Projects at the Awareness Level. ED 206 814
Experience Based Career Education and the Mentally Handicapped Student. ED 207 321
Identifying and Compiling Information about (Minority) Community Based Organizations' Efforts to Serve In-School Youth. Final Notes. ED 206 835
K-14 Goal Matrix. Career-Vocational Development Profile. An Educational Planning Resource. Second Draft. ED 206 887
Study of the Career Intern Program. Final Report-Task A: Implementation. ED 206 841
Study of the Career Intern Program. Final Report-Task B: Assessment of Intern Outcomes. ED 206 842
Study of the Career Intern Program. Final Technical Report-Task C: Program Dynamics: Structure, Function, and Interrelationships. ED 206 843
Study of the Career Intern Program. Summary Report. ED 206 840
Study of the Career Intern Program. Task D: Final Report, Volume 2. Comparisons of the CIP with Other Similar Youth Programs. ED 206 844
Study of the Career Intern Program. Task D: Final Report, Volume 3. A Cost Analysis of the CIP. ED 206 845
1979-1981 Vocational Education Improvement Projects. ED 206 938
- Career Exploration**
A Career Education Sampler: Teaching Ideas for Grades 7-9. ED 206 890
Guidelines for Industrial Education Programs in Elementary and Secondary Schools, Regional Occupational Centers, and Regional Occupational Programs. Revised. ED 207 078
- Hispanic Vocational Exploration Project. Final Report. ED 206 936
- Career Intern Program**
Study of the Career Intern Program. Final Report-Task A: Implementation. ED 206 841
Study of the Career Intern Program. Final Report-Task B: Assessment of Intern Outcomes. ED 206 842
Study of the Career Intern Program. Final Technical Report-Task C: Program Dynamics: Structure, Function, and Interrelationships. ED 206 843
Study of the Career Intern Program. Summary Report. ED 206 840
Study of the Career Intern Program. Task D: Final Report, Volume I. A Comparison of Implementation Issues in YEDPA Programs. ED 207 994
Study of the Career Intern Program. Task D: Final Report, Volume 3. A Cost Analysis of the CIP. ED 206 845
- Career Planning**
Annotated Bibliography of the Air Force Human Resources Laboratory Technical Reports-1979. Final Report. ED 207 553
Career Planning Modules for the Officer Career Information and Planning System. ED 207 554
Sex Stereotyping Versus Perceived Value as the Mediator of Sex Differentiated Math Participation. ED 207 834
Status of Recent Male and Female College Graduates. Research Report No. 5-81. ED 207 465
- Carnegie Mellon University PA**
Why They Didn't Apply. ED 207 403
- Cartoons**
The Harry "A" Chesler Collection of Illustration and Comic Art at Fairleigh Dickinson University: A Booklist. ED 207 572
- Case Histories**
Evaluation Case Histories as a Parallel to Legal Case Histories. ED 207 989
- Case Law**
Evaluation Case Histories as a Parallel to Legal Case Histories. ED 207 989
- Case Studies**
Case Studies in Higher Education Ministries. ED 207 387
Citizen Guide to Desegregation: A Report to the Citizens' Council for Ohio Schools. ED 208 125
Development of Procedures for Assessing the Impact of Vocational Education Research and Development on Vocational Education (Project IMPACT). Volume 1-Context and Principles of Assessing Impact. ED 206 810
Extending a Powerful Idea. Artificial Intelligence Memo No. 590. ED 207 804
Final Report of the Brookline LOGO Project, Part III: Profiles of Individual Student's Work. Artificial Intelligence Memo No. 546. ED 207 802
Final Report of the Brookline LOGO Project, Part II: Project Summary and Data Analysis. Artificial Intelligence Memo No. 545. ED 207 801
Interim Report of the LOGO Project in the Brookline Public Schools: An Assessment and Documentation of a Children's Computer Laboratory. Artificial Intelligence Memo No. 484. ED 207 799
The Martin Report: What Goes on in English Lessons. Case Studies from Government High Schools, Western Australia. ED 207 078

Subject Index

The Progressive Construction of Mind: One Child's Learning-Addition. Artificial Intelligence Memo No. 586.

ED 207 803

A Psycholinguistic Descriptive Analysis of Six Selected Secondary IV Students' Perceptions of the Reading and Writing Processes and Their Language Performance: Case Studies of Above Average, Average and Poor Readers.

ED 207 002

Cataloging

Authorities and Standards in a Changing World.

ED 207 480

FLC/FEDLINK AACR 2 Cataloging Manual for Federal Libraries.

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Manual of Documentation Practices Applicable to Defence-Aerospace Scientific and Technical Information. Volume I: Sections 1-Acquisition and Sources; 2-Descriptive Cataloging; 3-Abstracting and Subject Analysis.

ED 207 608

Project Media Base (Draft).

ED 207 527

State-of-the-Art Review of Bibliographic Control in Higher Education in Canada.

ED 207 429

Catalogs

Educational Audiovisual Materials: Directory of National Information Agencies. Documents Audiovisuels Pedagogiques: Repertoire D'Organismes Nationaux D'Information.

ED 207 522

Categorical Aid

A Cost-Based Approach to the Funding of Educational Programs: An Application to Special Education.

ED 207 298

Catholic Schools

The Catholic School Principal: An Outline for Action.

ED 207 202

Cooperative Competition and Free Choice: The Results of a Two-System Open School Enrollment Policy. Final Report.

ED 207 235

Purposes and Leadership.

ED 207 445

CDA

Bibliography of CDA Training Materials: An Annotated List of Currently Available Modules and Other Publications.

ED 207 694

Home Based Information Packet.

ED 207 695

Resources for CDA Training: An Annotated Bibliography.

ED 207 696

Censorship

Censorship in Public Schools.

ED 207 118

Censorship in Social Studies.

ED 207 903

A Selective Bibliography on School Materials: Selection and Censorship.

ED 207 568

Cerebral Dominance

Cerebral Economics: Resource Competition Within But Not Between Hemispheres. Technical Report No. 3.

ED 207 861

Cerebral Language Arrangement for Mexican Americans.

ED 207 330

Competition for Left Hemisphere Resources: Right Hemisphere Superiority at Abstract Verbal Information Processing.

ED 207 018

A Relationship Between Hemisphericity and Psycho-Epistemology.

ED 207 509//

Certification

Employer Sponsored Child Care: Policy Discussions, Recommendations, and Bibliography.

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Some Notes on a Permanent Diaconate in the United Methodist Church. Occasional Papers No. 36.

ED 207 379

Vocational Training and Skills Recertification: Program Components and Models of Vocational Training and Skills Recertification for Refugees.

ED 208 073

Change Agents

Field Agency in Teacher Centers. (The concept of the agricultural extension agent applied to teacher centering in the United States).

ED 207 958

The Implementation of a New Approach to Discipline in a Junior High School: A Case Study of Interventions During the Process of Change.

ED 207 174

Teaching Students to be Proactive Change Agents in a Global Age: A New Direction for Preservice and Inservice Teacher Education.

ED 207 952

Change Strategies

Approaches to Rural Development: The Guelph Experience.

ED 207 778

Beyond Productivity to Quality.

ED 207 385

Changing Patterns in Internal Communication in Large Academic Libraries. Occasional Paper Number 6.

ED 207 602

Communicating Innovations Via Television: A Study of Learning Within a Social Context.

ED 207 103

Coping With Curricular Change in Academe. The AIR Professional File No.9, Spring 1981.

ED 207 436

Effective Teacher Training and Urban School Improvement.

ED 207 949

Examination of the Implementation of a Junior High School's New Approach to Discipline by Longitudinal Analysis of Change in Teachers' Stages of Concern and Levels of Use.

ED 207 171

Expanding Career Options: A Model Sex Equity Program. Trainer Manual.

ED 206 950

The Implementation of a New Approach to Discipline in a Junior High School: A Case Study of Interventions During the Process of Change.

ED 207 174

Linking R&D with Schools. Perspectives on School Improvement: A Casebook for Curriculum Change.

ED 207 261

Nature, Types and Scale of Rural Development.

ED 206 919

Proceedings: Strategies for Urban School Improvement.

ED 208 084

Report of Summer, 1980 Workshop. Roosevelt University/Chicago Board of Education Teacher Corps Project.

ED 207 955

Strategies for Knowledge Use and School Improvement. Linking R&D with Schools.

ED 207 257

A Study of the Effects of Various Interventions in a Two-Year Implementation Effort. Procedures for Adopting Educational Innovations Program.

ED 207 944

Characterization

Persecutors, Victims and Rescuers in Harlequin Romances.

ED 207 086

Check Lists

Preventive Maintenance Handbook. Audiovisual Equipment.

ED 207 197//

Chemical Analysis

Inorganic Analyses in Water Quality Control Programs. Training Manual.

ED 207 832

Inorganic Analysis in Water Quality Control Programs. Instructor's Guide.

ED 207 833

Chemistry

Basic Laboratory Skills for Water and Wastewater Analysis. Report No. 125.

ED 207 819//

Child Language

223

Chemical Science and Technology I. A Study Guide of the Science and Engineering Technician Curriculum.

ED 207 789

Chemical Science and Technology II. A Study Guide of the Science and Engineering Technician Curriculum.

ED 207 790

A Competency-Based Clinical Chemistry Course for the Associate Degree Medical Laboratory Technician Graduate in a Medical Technology Baccalaureate Program.

ED 207 432

Chicanas

The Triple Bias: Rural, Minority and Female.

ED 207 758

Child Abuse

Child Abuse and Neglect Curriculum in Schools.

ED 207 285

Prevention of Child Abuse: Theory, Myth, Practice.

ED 207 669

Child Advocacy

Child Abuse and Neglect: Public Education's Role In Identification and Prevention.

ED 207 149

Kids and Politics Do Mix: The Role of the Early Childhood Professional in Influencing Public Policy.

ED 207 690

Child Caregivers

Behavioral Checklist of Infant/Toddler Care-Provider Competencies.

ED 207 678

Bibliography of CDA Training Materials: An Annotated List of Currently Available Modules and Other Publications.

ED 207 694

An Evaluation of the Oklahoma Training for Child Care Careers Project.

ED 207 692

Home Based Information Packet.

ED 207 695

Resources for CDA Training: An Annotated Bibliography.

ED 207 696

Child Development

Antecedents of Children's Comprehension of the Purpose of Television Advertising.

ED 207 049

Curriculum for Early Childhood Education: A Report of a Workshop Held at the Kenya Institute of Education (July 16 to August 3, 1979). Volume 1.

ED 207 684

Curriculum for Early Childhood Education: A Report of a Workshop Held at the Kenya Institute of Education (July 16 to August 3, 1979). Volume 2.

ED 207 685

If You Don't Know What Women Are Like, Just Turn On Your Tube.

ED 208 077

The International Directory of Child Development Research.

ED 207 719

Peer Relationship Development in Childhood.

ED 207 668

Relationship-Focused Intervention with High-Risk Infants: First Year Findings.

ED 207 319

Child Language

Acquiring Different Senses of the Verb "To Know."

ED 207 358

The Acquisition of Morphology by a Bilingual Child: A Whole-Word Approach.

ED 207 328

The Development of Metaphoric Operations. Final Report.

ED 207 079

It's Your Turn. Exploring Functional Language. Participant's Manual.

ED 207 357

Language and Learning: Talk between Adults and Children at Home and at School.

ED 207 105

- Six Reports on Free Writing: A Summary of the FRIS Project. "Didakometry" No. 61.
ED 207 083
Teacher Talk Works. Exploring Functional Language. Participant's Manual.
ED 207 356
Transitions: Activity between Activities. Exploring Functional Language. Participant's Manual.
ED 207 355
A Way with Words. Exploring Functional Language. Participant's Manual.
ED 207 352
What's What with Questions. Exploring Functional Language. Participant's Manual.
ED 207 353
When Is Reading? Exploring Functional Language. Participant's Manual.
ED 207 354
- Child Neglect**
Child Abuse and Neglect Curriculum in Schools.
ED 207 285
- Child Rearing**
Differential Characteristics for Hyperactive Children High and Low on Aggression.
ED 207 717
Heroin-Addicted Parents and Their Children. Two Reports. Services Research Report.
ED 206 988
- Child Welfare**
The Mexican American Culture Simulator for Child Welfare. Technical Report.
ED 207 738
- Childhood Attitudes**
Development of Children's Racial Awareness and Intergroup Attitudes.
ED 207 675
Eliminating Sexism from Children's Theatre Productions.
ED 207 116
Towards a Holistic Theory of Adult Education: Academic-Skills-Deprivation, Cause and Cure.
ED 207 456
- Childhood Needs**
Considerations Before Writing a Public Library Building Program in Children's Services.
ED 207 570
Infants: Their Social Environments.
ED 207 699//
Pre-School Education in the European Community. Commission of the European Communities Studies Collection, Education Series No. 12.
ED 207 693
- Children**
A Case Study of a Young Child Doing Turtle Graphics in LOGO. AI Memo 375.
ED 207 578
Development of Children's Racial Awareness and Intergroup Attitudes.
ED 207 675
The Effect of Vicarious Partial Reinforcement Upon Children's Use of Self-Verbalization in Decisions Regarding Television Viewing.
ED 207 503//
Emotional Experience and Regulation of Expressive Behavior.
ED 207 700
Leading a Child to a Computer Culture. AI Memo 343.
ED 207 575
Self-Esteem and Academic Behavior Among Elementary School Children.
ED 206 995
Serving Troubled Children: Program and Policy Planning for the Future.
ED 206 992
Wisconsin Summer Library Program Manual, 1981. Merlin's Mid-Summer Magic.
ED 207 569
- Children's Literature**
Mainstreaming Children with Special Needs: Using Puppetry, Dramatic Play and Literature to Help Young Children Understand Handicaps.
ED 207 320
Recordings for Children. A Selected List of Records and Cassettes. Fourth Edition.
ED 207 530

Children's Theater

- Wanderings in Western Europe. Theatre for Young Audiences around the World: Aesthetic and Political Trends.
ED 207 121

Chile

- The Role of the Colegio de Periodistas in the Journalism of Chile.
ED 207 057

China

- China Bound: A Handbook for American Students, Researchers and Teachers.
ED 207 887

Choral Music

- Course Syllabus for Grades 9-12, Music. Chorus (I-IV).
ED 207 937

Christianity

- Humanism and the Christian Tradition: The Experience of Four Upper Midwest Church Colleges.
ED 207 374

Church Related Colleges

- Humanism and the Christian Tradition: The Experience of Four Upper Midwest Church Colleges.
ED 207 374
Purposes and Leadership.
ED 207 445

Citation Indexes

- Qualified Citation Indexing: Its Relevance to Educational Technology.
ED 207 567

Citizen Participation

- Quality Education in South Carolina's Public Schools; State Roles and Citizen Control. A Report on Seven Public Forums.
ED 207 179

Citizen Role

- Teaching Students to be Proactive Change Agents in a Global Age: A New Direction for Preservice and Inservice Teacher Education.
ED 207 952

Citizenship Education

- Citizenship Rights and Responsibilities: 4th Grade.
ED 207 906
The Development and Analysis of a Test on "Responsibility" for High School Students.
ED 208 000
Ecosocial Studies: A Strategy to Develop Global Perspectives and Relationships Among Nations and Between Humans and Their Natural/Social Environments.
ED 207 816

Citizenship Responsibility

- Citizenship Rights and Responsibilities: 4th Grade.
ED 207 906

City University of New York

- The Basic Skills Effort at the City University of New York.
ED 207 072
Basic Skills Programs at the City University of New York: English as a Second Language.
ED 207 074
Basic Skills Programs at the City University of New York: Reading.
ED 207 029
Basic Skills Programs at the City University of New York: Writing.
ED 207 073

Civil Law

- Civil Law: 12 Activities.
ED 207 880

Civil Liberties

- Summary of Existing Legislation Relating to the Handicapped.
ED 207 270

Civil Rights

- Legal Aspects of Teacher Evaluation.
ED 207 126//

Class Activities

- Community in the Schools-To Teach a Craft and Study Oldtime Radio Humor.
ED 207 686
Desk and Chair Activities for Fun and Fitness.
ED 207 303
Expanding Career Options: A Model Sex Equity Program. Trainer Manual.
ED 206 950
New Directions in Social and Cultural Anthropology: Pushing Back the Chairs, Opening the Doors.
ED 207 616
Use of Computers for Instructional Purposes in Ontario Schools.
ED 207 152

Class Organization

- Organizational Strategies Individualizing Instruction for Physical Education.
ED 207 296

Classification

- Classification in Australia.
ED 207 484
Schematic and Taxonomic Organization in Free Recall.
ED 208 014
The Use of the Sequential Probability Ratio Test in Making Grade Classifications in Conjunction with Tailored Testing.
ED 208 006
Validating Decisions Made with Criterion-Referenced Tests.
ED 208 025

Classroom Communication

- Communication Practices in the Educational Environment in the United States.
ED 207 102
Format and Evaluation of the Cross-Cultural Component of a Foreign Teaching Assistant Training Program.
ED 207 100
The Impact of Discrepant Verbal-Nonverbal Messages in the Teacher-Student Interaction.
ED 207 123
It's Your Turn. Exploring Functional Language. Participant's Manual.
ED 207 357
Participant Perspectives of Classroom Discourse. Final Report. Part IV: How Do We Know? (Alternative Descriptions of Classroom Discourse).
ED 207 364
Teacher Talk Works. Exploring Functional Language. Participant's Manual.
ED 207 356
Transitions: Activity between Activities. Exploring Functional Language. Participant's Manual.
ED 207 355
A Way with Words. Exploring Functional Language. Participant's Manual.
ED 207 352
What's What with Questions. Exploring Functional Language. Participant's Manual.
ED 207 353
When Is Reading? Exploring Functional Language. Participant's Manual.
ED 207 354

Classroom Desegregation

- Unannounced Desegregation in an All-Volunteer Summer School: Sex, Grade, and Ethnic Attendance Patterns.
ED 208 102

Classroom Effectiveness

- Characteristics of Effective Classrooms.
ED 207 216

Classroom Environment

- Orientations and Transitions: A Survey of Kindergarten and Primary Programs in Greater Victoria School District No. 61.
ED 207 676

Classroom Observation Techniques

- Staff Development Program Evaluation-Application of a Peer Supervision Program.
ED 207 982

Classroom Research

- Promoting Classroom Teacher Research.
ED 207 951

Subject Index

Classroom Techniques

An Assessment and Analysis of Selected Learning Modes Preferred by Students. Learning Theory and Applications.

ED 207 407

Assessments of Performance in Teaching Field Study Instrument.

ED 207 990

Characteristics of Effective Classrooms.

ED 207 216

English and Language Arts Curriculum Guide, Grades 6-9. Bulletin 1589.

ED 207 067

English and Language Arts Curriculum Guide, Grades 9-12. Bulletin 1590.

ED 207 068

Exercises in Cross-Cultural Communication for Teachers of English to Spanish Speakers. Hand-out Series.

ED 208 071

First Year Teachers: Perceptions of Changes.

ED 207 972

Following Written Directions: A Survival Skill.

ED 207 026

Generic Affective Teaching Competencies, and Personal Efficacy Needs of Hispanic Students in Public Schools.

ED 207 291

The Impact of Discrepant Verbal-Nonverbal Messages in the Teacher-Student Interaction.

ED 207 123

Introducing PARMA (Promoting Alternative Role Models Affirmatively). Supplemental Handbook for DUSO (Developing Understanding of Self and Others, K-2).

ED 208 092

Language Arts Curriculum Guide, K-6. Bulletin 1588.

ED 207 066

Teacher Self-Assessment: A Means for Improving Classroom Instruction. Analysis and Action Series.

ED 207 967

Teacher's Guide to Newspaper in Education.

ED 207 065

Thematic Issue: Intervening in the Writing Process.

ED 207 077

Toward a Research Base for the Least Restrictive Environment: A Collection of Papers.

ED 207 978

Clearinghouses

Final Report of Project CHOICE: A Center for Helping Organizations Improve Choice in Education.

ED 207 471

The Non-Formal Education Information Center and Network. A Report of Progress. Annual Report of the NFE Network Project: Operating a Clearinghouse on NFE Information (September 1979-August 1980) and Two Semi-Annual Reports of the NFE Network Projects: Providing Technical Assistance in Creating LDC National/Regional Information Centers (March 1980-August 1980; September 1980-February 1981).

ED 207 613

Clergy

Case Studies in Higher Education Ministries.

ED 207 387

Some Notes on a Permanent Diaconate in the United Methodist Church. Occasional Papers No. 36.

ED 207 379

Cleveland Public Schools OH

Title I Elementary and Secondary Education Act, 1965: Evaluation Reports 1979-80.

ED 208 059

Cleveland Urban Learning Community OH

Cleveland Urban Learning Community (CULC): Evaluation Report

ED 208 068

Clinical Experience

A Competency-Based Clinical Chemistry Course for the Associate Degree Medical Laboratory Technician Graduate in a Medical Technology Baccalaureate Program.

ED 207 432

Closed Sessions

Closed (Executive) Sessions: How to Use & Present Them to the Public.

ED 207 141

Cloze Procedure

A Comparison of First and Second Language Reading Strategies among English-Speaking University Students.

ED 207 324

Cluster Grouping

Schematic and Taxonomic Organization in Free Recall.

ED 208 014

Coeducation

Bring Me Men and Women. Mandated Change at the U.S. Air Force Academy.

ED 207 437//

Cognitive Ability

An Analysis of the Relationship of Students' Self Concepts in Science and Their Science Achievement, Mental Ability, and Gender.

ED 207 806

Children's Understanding of Written and Spoken Discourse. Final Report.

ED 207 019

Conservation Reasoning Ability and Performance on BSCS Blue Version Examinations.

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Developing Cognitive Skills Through Art.

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Infants' Mother-Stranger Discrimination and Cognitive Functioning Twelve Years Later.

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Investigation of Pre-School Children's Problem Solving Processes. Final Report.

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Low-Income, Black Preschoolers' Ability to Complete Temporally-Ordered Sequences.

ED 207 704

M-Space: Is It a Constraint on Reasoning Ability?

ED 207 822

Sex Differences in Cognition: Exploring Alternative Explanations. Symposium Papers.

ED 206 947

Cognitive Development

Conservation Reasoning Ability and Performance on BSCS Blue Version Examinations.

ED 207 820

A Consumer's Guide to Teacher Development.

ED 207 970

Correlations Between the McCarthy Scales of Children's Abilities and the Bayley Scales of Infant Development.

ED 208 034

Early Cognitive Functioning: Sex and Race Differences.

ED 207 707

Encouraging the Transition from Concrete to Formal Cognitive Functioning--An Experiment.

ED 207 821

Investigation of Pre-School Children's Problem Solving Processes. Final Report.

ED 207 698

Language, Class, and Cultural Implications on First and Second Language Acquisition: A Cross-Cultural Study of Cognitive Consequences.

ED 207 360

M-Space: Is It a Constraint on Reasoning Ability?

ED 207 822

A Note on the Factor Structure of Some Piagetian Tasks.

ED 207 823

Patterns of Reasoning: Probabilistic Reasoning.

ED 207 810

The Place of Language in Piagetian Theory.

ED 207 055

Psychology of Computer Programming for Novices. Series in Learning and Cognition. Report No. 81-2.

ED 207 592

Cognitive Measurement

Children's Understanding of Written and Spoken Discourse. Final Report.

ED 207 019

Competition for Left Hemisphere Resources: Right Hemisphere Superiority at Abstract Verbal Information Processing.

ED 207 018

Cognitive Processes

225

Developing Cognitive Skills Through Art.

ED 207 674

Patterns of Reasoning: Probabilistic Reasoning.

ED 207 810

Use of Cameras in an Early Childhood Classroom to Enhance Academic and Self-Concept Growth.

ED 207 521

Cognitive Objectives

A Conceptual Framework for High School Mathematics. Final Report.

ED 207 854

Cognitive Processes

Cerebral Economics: Resource Competition Within But Not Between Hemispheres. Technical Report No. 3.

ED 207 861

Children's Knowledge and Text Comprehension.

ED 207 359

Cognitive Processes in Spelling and Their Relevance to Spelling Reform.

ED 207 084

Competition for Left Hemisphere Resources: Right Hemisphere Superiority at Abstract Verbal Information Processing.

ED 207 018

The Computer in the School: Tutor, Tool, Tutee.

ED 207 670//

Contributions of Cognitive Science and Related Research on Learning to the Design of Computer Literacy Curricula. Report No. 81-1. Series in Learning and Cognition.

ED 207 551

Distance University Students' Use of Course Material to Complete Mathematics Exercises.

ED 207 848

The Effects of Material and Task Variations on a Brief Cognitive Learning Strategies Training Program.

ED 208 016

Effects of Semantic and Orthographic Interference on Prose Recall.

ED 207 041

Encouraging the Transition from Concrete to Formal Cognitive Functioning--An Experiment.

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Improving Reading Comprehension: Teaching Relationships through the Arts.

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Instructional Design and Directed Cognitive Processing.

ED 207 490//

Interpreting Idioms.

ED 207 040

Learning from Diagrams: Theoretical and Instructional Considerations.

ED 207 518//

Modelling Reading Times in Different Reading Tasks with a Simulation Model of Comprehension. Technical Report, May 1, 1978 through March 30, 1979.

ED 207 037

M-Space: Is It a Constraint on Reasoning Ability?

ED 207 822

On "Learnable" Representations of Knowledge: A Meaning for the Computational Metaphor. AI Memo 441.

ED 207 588

Patterns of Reasoning: Probabilistic Reasoning.

ED 207 810

The Progressive Construction of Mind: One Child's Learning-Addition. Artificial Intelligence Memo No. 586.

ED 207 803

Relationship Between Eye Movement and Cognitive Information Acquisition Utilizing an Unobtrusive Eye Movement Monitoring Device.

ED 207 507//

The Roles of Attention, Instruction, and Medium-Related Skills in Children's Television Viewing.

ED 207 491//

The Search for Disconfirming Information in Memory-Based Person Judgments.

ED 206 971

Student Responses to Seatwork: Implications for the Study of Students' Cognitive Processing.

ED 207 709

Understanding Understanding Mathematics. Artificial Intelligence Memo No. 488.

ED 207 800

Using Memory Schemata to Comprehend Scripted Texts.

ED 207 042

Writing as a Way of Knowing—A Phenomenological View.

ED 207 058

Cognitive Style

Analysis of Users' Intuitions About the Operation of Electronic Calculators. Report No. 80-4. Series in Learning and Cognition.

ED 207 550

The Effects of a Networking Information Processing Strategy on the Learning of Field-Dependents When Receiving Visual Instructional Information.

ED 207 493//

Personality and Cognitive Style, Predictors of Teaching Style, Preferences: An Exploratory Study.

ED 207 500//

Personality Characteristics and Learning Style Preferences of Allied Health Students.

ED 207 954

Relation of Conjugate Lateral Eye Movements to Inferential Reasoning and Semantic Comprehension.

ED 208 013

Research in Progress: Toward a Procedure to Identify the Spontaneous Memory Strategies of Children.

ED 207 498//

The Role of Stimulus-Size on Performance in the Embedded-Figures-Test and in the Rod-and-Frame-Test and the Implications of This Role for the Perceptual and Cognitive Style Constructs in Educational Technology Research.

ED 207 515//

Cognitive Tests

Encouraging the Transition from Concrete to Formal Cognitive Functioning—An Experiment.

ED 207 821

A Note on the Factor Structure of Some Piagetian Tasks.

ED 207 823

Cohesion (Written Composition)

The Importance of the Notion of Cohesion for Teachers of Reading.

ED 206 997

Collaborative Councils

Industry-Education-Labor Collaboration: An Active Guide for Collaborative Councils.

ED 206 907

Industry-Education-Labor Collaboration: The Literature of Collaborative Councils.

ED 206 906

Collective Bargaining

Collective Bargaining and the Concept of Autonomy in the National Autonomous University of Mexico.

ED 207 452

Collective Bargaining in Government: An Introduction and Teaching Guide.

ED 207 911

Directory of Faculty Contracts and Bargaining Agents in Institutions of Higher Education.

ED 207 466

The Effects of Collective Bargaining on the Climate of Administration and Supervision.

ED 207 194

Preparing for Collective Bargaining: The Players and the Game Play (an Introductory Approach).

ED 207 146

Report on the Annual Meeting of the American Association of University Professors (67th, George Washington University, Washington, D.C., June 12-13, 1981).

ED 207 458

The Yeshiva Case: One Year Later.

ED 207 375

College Administration

Administrative Leadership, Effective and Responsive Decision Making in Higher Education.

ED 207 472//

Colleges Respond to Decline: Resistance versus Application. Issues in Higher Education, No. 17.

ED 207 390

Coping With Curricular Change in Academe. The AIR Professional File No.9, Spring 1981.

ED 207 436

The Costs of Higher Education: How Much Do Colleges and Universities Spend per Student and How Much Should They Spend?

ED 207 368

How We Talk and How We Act: Administrative Theory and Administrative Life.

ED 207 376

The Organization of the Distance Teaching Sub-System in an Open University.

ED 207 430

Program Review: Administrative Units and Service Units, COPE Study 1979-80.

ED 207 381

Public Policy and College Management. Title III of the Higher Education Act.

ED 207 442//

The Status of Black Administrators in Higher Educational Institutions.

ED 207 406

College Admission

Assessing Student Characteristics in Admissions to Higher Education. A Review of Procedures. Research Monograph Number 9.

ED 207 446

The Foreign Student in American Graduate Schools.

ED 207 411

National College Databank. Second Edition.

ED 207 476//

Study of Admission Requirements at a Select Group of Community Colleges in the United States. Volume 11, Number 11.

ED 207 664

College Applicants

Application Statistics, 1980.

ED 207 434

Assessing Student Characteristics in Admissions to Higher Education. A Review of Procedures. Research Monograph Number 9.

ED 207 446

Final Report of Project CHOICE: A Center for Helping Organizations Improve Choice in Education.

ED 207 471

Why They Didn't Apply.

ED 207 403

College Athletics

The Big Game. College Sports and American Life.

ED 207 468//

College Attendance

Distribution of High School Graduates and College-Going Rate. New York State, Fall 1980.

ED 207 417

Rural Youths' Decisions to Attend College: Aspirations and Realizations.

ED 207 765

Student and Institutional Characteristics as Determinants of the Prompt and Subsequent Four-Year College Graduation of Race and Sex Groups.

ED 208 103

Veterans Educational Assistance Program (GI Bill).

ED 207 408

College Bound Students

Choosing a College Major in the Hard and Technical Sciences and the Professions: A Causal Explanation.

ED 206 829

Distribution of High School Graduates and College-Going Rate. New York State, Fall 1980.

ED 207 417

Public Image of the University: Perceptions of High School Counselors. Institutional Research Report No. 81-19.

ED 207 389

Why They Didn't Apply.

ED 207 403

College Buildings

Inventory of Physical Facilities of Ontario Universities, 1980-81.

ED 207 438

College Choice

Alaska High School Seniors Survey Report, 1979-80.

ED 207 431

Application Statistics, 1980.

ED 207 434

Final Report of Project CHOICE: A Center for Helping Organizations Improve Choice in Education.

ED 207 471

Forecasting and Maximizing Post-Secondary Futures: Dilemmas Over Negative Futures and Their Hidden Costs.

ED 207 369

A Profile of 1980 Entering Freshmen at the University of Maryland, College Park. Research Report No. 2-81.

ED 207 464

The Student-Selection Process: A Model of Student Courses in Higher Education.

ED 207 402

Survey of High School Seniors and Their Parents in Harper's District. Volume 11, Number 1.

ED 207 661

Why They Didn't Apply.

ED 207 403

College Credits

Plan for the American Open University.

ED 207 455

College Curriculum

Higher Education in Developing Countries: A Cost-Benefit Analysis. Staff Working Paper No. 440.

ED 207 371

Teaching Social Work Research: Alternative Programs and Strategies.

ED 207 367

College Entrance Examinations

A Community College User's Approach to American College Testing Data.

ED 207 615

IRT Versus Conventional Equating Methods: A Comparative Study of Scale Stability.

ED 208 039

College Faculty

Articulation between High School Senior and College Freshman Composition: A Study of the Most Serious Writing Errors as Perceived by Mississippi High School and College English Instructors.

ED 207 061

Career Vitalization and Stress among Professors: An Attributional Model.

ED 207 478

The Changing Academic Market: General Trends and a Berkeley Case Study.

ED 207 454//

Directory of Faculty Contracts and Bargaining Agents in Institutions of Higher Education.

ED 207 466

Employees in Colleges and Universities in New York State, 1979-80.

ED 207 470

Faculty Study in a Second Discipline: Survey of Fellows May 1981.

ED 207 469

Goal-Assessment for Administrative Decision-Making.

ED 207 410

Impact Study: Staff Perceptions of Their Professional Lives. Occasional Papers No. 4.

ED 207 459

The Productivity of Criminology and Criminal Justice Faculty.

ED 207 392

Professionalism Among Criminal Justice Educators.

ED 207 396

Report on the Annual Meeting of the American Association of University Professors (67th, George Washington University, Washington, D.C., June 12-13, 1981).

ED 207 458

The Response of Higher Education to Women's Inequality.

ED 207 449

The Search and Screen Committee: A Simulation. Equity for Women in Higher Education Project.

ED 207 418

University S/E Faculty Spend One-Third of Professional Time in Research. Science Resources Studies Highlights.

ED 207 830

Subject Index

- Working on the Urban Campus. ED 207 453
The Yeshiva Case: One Year Later. ED 207 375

College Freshmen

- The American Freshman: National Norms for Fall 1980. ED 207 404
Application Statistics, 1980. ED 207 434
Differences Between Women Who Choose Traditional and Non-Traditional Careers. ED 206 832
A Profile of 1980 Entering Freshmen at the University of Maryland, College Park. Research Report No. 2-81. ED 207 464
Understanding How Students Learn—Outcome and Approach. ED 208 015

College Governing Councils

- Collective Bargaining and the Concept of Autonomy in the National Autonomous University of Mexico. ED 207 452

College Graduates

- Alumni Attitudes: Men and Women's Descriptions of Their College Experience, Present Work, and Present Recreational Activities. ED 207 422
Chicano Scholars: Against All Odds. ED 207 743
Follow-Up of Students Who Majored and Are Majoring in Legal Technology. Volume 10, Number 15. ED 207 660
Follow-Up Study of Dietetic Technician Graduates, 1975-1979. Volume 10, Number 14. ED 207 659
Increasing Occupational Role Innovation: Intervention Implications of Two Survey Studies. ED 206 900
Job Market Reality for Postsecondary Graduates. Employment Outcome by 1978. Two Years after Graduation. ED 207 467
MisSIS—First Year Graduate Analysis Report, S08-3-B and Non-Returning Student Analysis Report, S08-1-B. ED 207 646
Status of Recent Male and Female College Graduates. Research Report No. 5-81. ED 207 465
Student and Institutional Characteristics as Determinants of the Prompt and Subsequent Four-Year College Graduation of Race and Sex Groups. ED 208 103
Student Survey: Exit Spring '80. ED 207 648

College Housing

- Study of Student Housing Needs and Availability in Public Institutions of Higher Education. ED 207 388

College Image

- Survey of High School Seniors and Their Parents in Harper's District. Volume 11, Number 1. ED 207 661

College Instruction

- The Contribution of Psychology to Canadian Higher Education. ED 207 427
A Course Evaluation System in an Open University. ED 207 451
Predicting College Achievement Using Performance in College-Level Courses Taken in High School, SAT Scores, and High School Rank. ED 207 414

College Libraries

- Teachers College Libraries in Papua New Guinea. A Report for the Asia Foundation, the Library Services and the Teacher Education Divisions of the Department of Education. Government of Papua New Guinea. ED 207 600

College Mathematics

- Algebraic and Trigonometric Equations With Applications. A Study Guide of the Science and Engineering Technician Curriculum. ED 207 787
Distance University Students' Use of Course Material to Complete Mathematics Exercises. ED 207 848
Understanding Understanding Mathematics. Artificial Intelligence Memo No. 488. ED 207 800

College Planning

- The Functions of Institutional Research. ED 207 443
How We Talk and How We Act: Administrative Theory and Administrative Life. ED 207 376
Post-Secondary Enrolment Forecasting with Traditional and Cross Pressure-Impact Methodologies. ED 207 370

College Presidents

- Purposes and Leadership. ED 207 445

College Programs

- Basic Skills Programs at the City University of New York: Reading. ED 207 029
College Program Evaluation and ID. ED 207 497//
A Guide to Energy-Related Curriculum at California Community Colleges and Certain Other Programs. ED 207 826
Languages of the Disciplines. ED 207 059

College Role

- Beyond Productivity to Quality. ED 207 385
Goal-Assessment for Administrative Decision-Making. ED 207 410
Humanism and the Christian Tradition: The Experience of Four Upper Midwest Church Colleges. ED 207 374
The Predominantly Black College: An Exploration of Its Role and Function. ED 207 409
Project Lodestar Special Report. ED 207 415
Rural Education: A Field of Study Whose Time Has Come in Higher Education. ED 207 757
Searching for Quality. ED 207 626
The Shrinking Maze. Report of the University of Calgary Program Review Committee. ED 207 384
Telecommunications: A Labor Market Analysis. New Jersey Manpower Series. Volume 1. ED 207 423

College School Cooperation

- Predicting College Achievement Using Performance in College-Level Courses Taken in High School, SAT Scores, and High School Rank. ED 207 414
Promoting Classroom Teacher Research. ED 207 951
Public Image of the University: Perceptions of High School Counselors. Institutional Research Report No. 81-19. ED 207 389
Resource Papers Monograph. Roosevelt University-Chicago Board of Education Teacher Corps Project. ED 207 956
Summer College for Kids 1980. Session I: June 16 through July 3. Session II: July 7 through July 24. ED 207 618

College Science

- Functions, Analytic Geometry, Probability and Statistics. A Study Guide of the Science and Engineering Technician Curriculum. ED 207 792
A Manual of Mosquito Control Projects and Committee Assignments for 4-H and Scouts Biology Class Projects, Organized Community Service Programs, and Individuals Interested in Environmental Management.

College Transfer Students

227

- Materials and Fabrication Methods I. A Study Guide of the Science and Engineering Technician Curriculum. ED 207 797

- Materials and Fabrication Methods II. A Study Guide of the Science and Engineering Technician Curriculum. ED 207 793

- Physics of Mechanical, Gaseous, and Fluid Systems. A Study Guide of the Science and Engineering Technician Curriculum. ED 207 795

- Science and Engineering Graphics I. A Study Guide of the Science and Engineering Technician Curriculum. ED 207 796

- University S/E Faculty Spend One-Third of Professional Time in Research. Science Resources Studies Highlights. ED 207 830

- Writing Guide for Student Oceanography and Marine Biology Field Research Reports. ED 207 844

College Second Language Programs

- Learning and Performing: An Integrated Language Course at the Tertiary Level. ED 207 338

College Students

- ACT Profiles of Louisiana State University-Baton Rouge Graduates and Selected Factors Which Affect Them. Research Report, Vol. 11, No. 2, July 1981. ED 207 435

- An Assessment and Analysis of Selected Learning Modes Preferred by Students. Learning Theory and Applications. ED 207 407

- Bibliographic Instruction to the Student of Foreign Language and Literature: A Feasibility Study. ED 207 558

- A Comparison of Enrollments in Gulf Coast Junior College vs Lower Division Enrollments in the Eight State Universities and Other Junior Colleges. ED 207 645

- The Effect of Proposed Reagan Administration Cuts on University of Delaware Financial Aid Programs. Special Report. ED 207 380

- Everything You Wanted to Know About Handicapped Students (And Were Not Afraid to Ask). ED 207 382

- Minority Access to Higher Education: AAHE-ERIC/Higher Education Research Report 1. ED 207 474

- Postsecondary Education in Indiana. A Summary Report with Recommendations. Part Four of a Four-Part Study. Manpower Report 81-3. ED 207 448

- The Response of Higher Education to Women's Inequality. ED 207 449

- Section 504: Help for the Learning Disabled College Student. ED 207 412

- Sexuality and Student Development: Sexual Anxiety As It Relates to Chickering's Vectors. ED 206 978

- Student Types: Male and Female Changes Over a Decade. Research Report No. 14-80. ED 207 461

- Study of Aspirations, Attitudes and Motivational Structure of Adolescent Girl Students of Iraq for Out-of-Home Jobs. ED 207 748

- Survey of Immigrant and Refugee Students at the University of California, Berkeley. ED 207 433

- Technology in Higher Education: Does It Really Improve Accessibility and Quality and Cost Less in the Long Run? ED 207 428

- Training Versus Instructions in the Acquisition of Cognitive Learning Strategies. ED 208 018

College Transfer Students

- Follow-Up of Students Who Stopped Out, 1974-1978. Volume 11, Number 14. ED 207 667

Follow-Up Study of 1979 Harper Transfer Alumni. Volume 11, Number 9.

ED 207 663

Transfer and Occupational Student Enrollment, Fall 1980-81. Analytical Studies Research Report 81-8.

ED 207 634

Colleges

Assessment of College-Level Speaking and Listening Skills.

ED 208 032

Colleges of Applied Arts and Technology

Training for Middle Level Skills.

ED 206 912

Color

Choosing a Color Television System.

ED 207 087

Colorado

Impact Evaluation of the Area Vocational School Delivery System. Executive Summary (and) Technical Report.

ED 208 043

Survey of Non-Completers and No-Shows of Vocational Programs in Colorado. Executive Summary (and) Technical Report.

ED 208 046

Comics (Publications)

Finding Materials on American Popular Culture in the MSU Libraries: Popular Music, Television, Comics, Popular Fiction, Movies. How to Find Series No. 9.

ED 207 573

The Harry "A" Chesler Collection of Illustration and Comic Art at Fairleigh Dickinson University: A Booklist.

ED 207 572

Committees

The Search and Screen Committee: A Simulation. Equity for Women in Higher Education Project.

ED 207 418

Communication (Thought Transfer)

Communication and Noncompliance: An Axiomatic Framework.

ED 207 109

Educating Students for Communication with People from Other Cultures.

ED 207 114

The Expression of Differences in Intercultural Encounters.

ED 207 090

Communication Competency Assessment

Instrument

Assessment of College-Level Speaking and Listening Skills.

ED 208 032

Communication Problems

Communication and Noncompliance: An Axiomatic Framework.

ED 207 109

Cultural Awareness of Minority Groups: Some Implications for School-Community Interaction.

ED 207 233

Images as Barriers to Intercultural Communication.

ED 207 111

The International Flow of Information: A Trans-Pacific Perspective. The Center for the Book. Viewpoint Series, No. 7.

ED 207 537

What You Say After Hello: Pre-Service Orientation for Native Programs.

ED 207 734

Communication Research

Communicating Innovations Via Television: A Study of Learning Within a Social Context.

ED 207 103

Communication Practices in the Educational Environment in the United States.

ED 207 102

Coorientation Time Trends in a Small Group.

ED 207 097

Cop Talk and Media Use.

ED 207 110

A Critical Look at Critical Analysis.

ED 207 047

Dimensions of Argument: Proceedings of the Summer Conference on Argumentation (2nd, Alta, Utah, July 30-August 2, 1981).

ED 207 119

Equivocal Messages in Organizations.

ED 207 122

The Expression of Differences in Intercultural Encounters.

ED 207 090

For the Primacy of Speech Communication in Organizational Communication.

ED 207 104

Gestures of India: A Study of Emblems among Punjabi Residents of Canada.

ED 207 093

The Implications of Multiple Dimensions of Self-Disclosure for the Nature and Functions of Reciprocity in Initial Interactions.

ED 207 095

Regulation of Nonverbal Intimacy: Searching for an Adequate Methodology.

ED 207 115

Small Group Communication in the 1980's.

ED 207 092

Teaching Assistants' Perceptions of Formal and Informal Communications with Students.

ED 207 107

Communication Skills

Cultural Awareness of Minority Groups: Some Implications for School-Community Interaction.

ED 207 233

Developing an Introductory Speech Course Based on Student and Community Needs.

ED 207 101

Evaluation of the Training Development Program.

ED 206 802

Facilitating Positive Psychosocial Adaptation in Children with Cystic Fibrosis by Increasing Family Communication and Problem-Solving Skills. A Research Report to the Cystic Fibrosis Foundation.

ED 207 708

The Impact of Discrepant Verbal-Nonverbal Messages in the Teacher-Student Interaction.

ED 207 123

Product Evaluation of the Elementary and Middle School Reading and Communication Skills Component of the Detroit Desegregation Court Order.

ED 208 113

Product Evaluation of the High School Reading and Communication Skills Component of the Detroit Desegregation Court Order.

ED 208 114

Securing Occupational Achievement through Readiness Skills (SOARS). A Resource Curriculum with Assessment and Strategies for Prevocational Skill Training.

ED 206 913

Small Group Communication in the 1980's.

ED 207 092

Special Community Service and Continuing Education Program. Training Development Program (TDP). Final Report, FY '80 and 90-Day Extension.

ED 206 803

Communications

The American Acquisition of Linguistic and Mass Communication Skills in the Spanish Ambiance.

ED 207 334

The Impact of a Computerized Conferencing System on Scientific Research Communities. Final Report. Research Report No. 15.

ED 207 853

Communications Satellites

Satellite Applications for Public Service: Project Summaries.

ED 207 597

Communicative Competence (Languages)

Difficultés d'apprentissage de la langue seconde chez l'immigrant adulte en situation scolaire: Une étude dans le contexte québécois (Adult Immigrants' Problems in Learning a Second Language in an Academic Setting: A Study in the Context of Quebec Culture and Practice). Publication B-101.

ED 207 332

Formal Indonesian.

ED 207 363

A Search for Congruency in Language Proficiency Testing: What the Tests Measure-What the Child Does.

ED 207 345

Communicator Style

Communication and Noncompliance: An Axiomatic Framework.

ED 207 109

Community Attitudes

Bilingual Education Community Study: Implementing Bilingual Education in an Urban Midwestern Context.

ED 207 727

Development of Procedures for Assessing the Impact of Vocational Education Research and Development on Vocational Education (Project IMPACT). Volume 7-Case Studies of Two Illinois School Districts with Innovative Vocational Education Programs.

ED 206 816

An Examination of the Perceived Educational Needs of a Sample of the Population of the Service Area of Kirkwood Community College.

ED 207 642

Resource Papers Monograph. Roosevelt University-Chicago Board of Education Teacher Corps Project.

ED 207 956

Community Based Education

Mobilizing Rural Community Resources for Support and Development of Local Learning Systems in Developing Countries.

ED 207 756

Community Change

Drug and Alcohol Abuse in Booming and Depressed Communities. Services Research Report.

ED 206 989

Community Characteristics

Student Characteristics as Compared to the Community Profile, 1980-1981. Volume 11, Number 13.

ED 207 666

Community Colleges

Adult Basic Education in Community Colleges. Junior College Resource Review.

ED 207 649

An Analysis of Energy Use on Community College Campuses.

ED 207 829

Development of Procedures for Assessing the Impact of Vocational Education Research and Development on Vocational Education (Project IMPACT). Volume 2-A Case Study of the Illinois Occupational Curriculum Project.

ED 206 811

Financing Community Colleges, 1981.

ED 207 631

A Guide to Energy-Related Curriculum at California Community Colleges and Certain Other Programs.

ED 207 826

Improving Decision Making.

ED 207 650

Measuring Energy Conservation with Utility Bills.

ED 207 828

A Plan for Sex Equity in Postsecondary Vocational Programs, State of Hawaii.

ED 206 881

Putting Learning to Work: A Profile of Students in North Carolina Community Colleges, Technical Institutes, and Technical Colleges. A Technical Report.

ED 207 624

Searching for Quality.

ED 207 626

The State of the District, 1981.

ED 207 654

Student Accountability Model (SAM) Operations Manual.

ED 207 644

Study of Admission Requirements at a Select Group of Community Colleges in the United States. Volume 11, Number 11.

ED 207 664

Subject Index

Community Development

Adult Education Community Project and Planned Parenthood. A Study of an Inter-Agency Project in Honduras, Central America.

ED 206 828

Approaches to Rural Development: The Guelph Experience.

ED 207 778

Community Education

American Indian Regional Community Education Development. Final Report.

ED 207 752

Citizen Guide to Desegregation: A Report to the Citizens' Council for Ohio Schools.

ED 208 125

Community Health Services

A Resource Guide for Mental Health and Support Services for the Elderly.

ED 206 962

Community Influence

The Big Game. College Sports and American Life.

ED 207 468//

Community Information Services

Information for Community Action: A Demonstration of University/Public Library Cooperation in Meeting Community Groups' Information Needs. Final Report.

ED 207 545

Outreach, Information and Referral: Program Components and Models of Outreach, Information and Referral Services for Refugees.

ED 208 099

Community Involvement

Approaches to Rural Development: The Guelph Experience.

ED 207 778

Case Studies of Social Services in the Schools of Selected Cities. Final Report. Revised.

ED 208 082

Communication and Energy: Community Participation in Forestry Projects.

ED 207 479

Education North Evaluation Project. The First Annual Report.

ED 207 774

Mobilizing Rural Community Resources for Support and Development of Local Learning Systems in Developing Countries.

ED 207 756

Pre-School Education in the European Community. Commission of the European Communities Studies Collection, Education Series No. 12.

ED 207 693

The Spanish Speaking and Library Services: A Systematic Review and Analysis.

ED 207 753

Community Leaders

Satisfaction with Rural Services: The Policy Preferences of Leaders and Community Residents.

ED 207 768

Community Organizations

Building Coalitions for Educational Priorities.

ED 208 070

Identifying and Compiling Information about (Minority) Community Based Organizations' Efforts to Serve In-School Youth. Final Notes.

ED 206 835

Community Programs

A Co-operative Educational Program: The Presentation of Museum Artifact Kits in Community Elementary Schools.

ED 207 534

Wisconsin Summer Library Program Manual, 1981. Merlin's Mid-Summer Magic.

ED 207 569

Community Resources

Channeling a Community's Aging Resources.

ED 206 991

Community in the Schools-To Teach a Craft and Study Oldtime Radio Humor.

ED 207 686

Mobilizing Rural Community Resources for Support and Development of Local Learning Systems in Developing Countries.

ED 207 756

Community Role

Building Coalitions for Educational Priorities.

ED 208 070

Rural School Survey on English Teaching in Illinois, 1980.

ED 207 044

Community Satisfaction

Satisfaction with Rural Services: The Policy Preferences of Leaders and Community Residents.

ED 207 768

Community Schools

Cost Effectiveness and the Community School. Proceedings of a symposium of the American Educational Research Association (Los Angeles, California, April 13-17, 1981).

ED 207 227

Community Services

Satisfaction with Rural Services: The Policy Preferences of Leaders and Community Residents.

ED 207 768

Community Study

Drug and Alcohol Abuse in Booming and Depressed Communities. Services Research Report.

ED 206 989

Community Support

Community-Based Prevention Specialist. Participant Manual.

ED 206 955

Community-Based Prevention Specialist. Trainer Manual.

ED 206 954

Community Surveys

Coast Community Colleges Community Telephone Survey, 1980, Report Number 4. Tuning in on Channel 50: A Demographic Comparison of KOCE Watchers and Non-Watchers.

ED 207 647

Comparative Analysis

Alternative Schools: What's Really Happening in the Classrooms.

ED 207 236

An Analysis of Energy Use on Community College Campuses.

ED 207 829

Comparison of Difficulties and Reliabilities of Math-Completion and Multiple-Choice Item Formats.

ED 208 028

A Comparison of Procedures for Constructing Large Item Pools.

ED 207 998

The Consistency of Title I Evaluation Results for Commonly Used Test Batteries.

ED 208 035

Cooperative Competition and Free Choice: The Results of a Two-System Open School Enrollment Policy. Final Report.

ED 207 235

Education of Disadvantaged Groups and Multiple Class Teaching: Studies and Innovative Approaches. Report of a Study Group Meeting (Jakarta, November 17-26, 1980).

ED 207 732

Farm Population of the United States: 1980.

ED 207 762

Performance in Literacy and Numeracy: 1980.

ED 208 056

Study of the Career Intern Program. Task D Final Report, Volume I. A Comparison of Implementation Issues in YEDPA Programs.

ED 207 994

A Study to Design and Implement Employer-Based Evaluation of 1980 Vocational Education Completers and Leavers. Final Report.

ED 206 933

An Upper Asymptote for the Three-Parameter Logistic Item-Response Model.

ED 207 996

Comparative Education

The Educational System of New Zealand. Education Around the World.

ED 207 925

Education in Germany: A Bibliography of English Language Publications.

ED 207 894

Education, Society and Politics in Sweden. Monograph No. 2.

ED 207 877

Competition

229

Higher Education for the 1980s. Challenges and Responses. Report of the Hiroshima International Seminar on Higher Education (2nd, Hiroshima, Japan, January 29-31, 1980).

ED 207 399

On the Democratization of Education in the GDR.

ED 207 895

Pupil Exchange in the European Community Venice Colloquium (October 24-28, 1977). Collection Studies. Education Series No. 5.

ED 207 900//

Research Bulletin of the National Institute for Educational Research.

ED 207 888

U.S.S.R.-Children and Schooling.

ED 207 926

Compensatory Education

Achievement in Basic Skills Improvement, 1981.

ED 208 050

Excellence Through Opportunity. ESEA Title I Reallocation Projects, 1979-1980.

ED 208 069

The Limits of Compensatory Education.

ED 208 094

New York State Programs of Postsecondary Opportunity, 1979-80. An Analysis of Annual Reports of Programs at the City University, the State University, and Independent Colleges and Universities, with Recommendations.

ED 208 124

Reports From the National Institute of Education on the Compensatory Education Study (6 Volumes).

ED 208 081//

Title I Elementary and Secondary Education Act, 1965: Evaluation Reports 1979-80.

ED 208 059

Competence

Behavioral Checklist of Infant/Toddler Care-Provider Competencies.

ED 207 678

Issues in Testing for Competency.

ED 208 001

Competency Based Assessment

Issues in Testing for Competency.

ED 208 001

Competency Based Education

A Competency-Based Clinical Chemistry Course for the Associate Degree Medical Laboratory Technician Graduate in a Medical Technology Baccalaureate Program.

ED 207 432

Evaluation of ADVANCE: A Nontraditional Adult Diploma Program.

ED 206 807

Evaluation of the Training Development Program.

ED 206 802

Special Community Service and Continuing Education Program. Training Development Program (TDF). Final Report, FY '80 and 90-Day Extension.

ED 206 803

Competency Based Teacher Education

Bibliography of CDA Training Materials: An Annotated List of Currently Available Modules and Other Publications.

ED 207 694

Home Based Information Packet.

ED 207 695

Improving Teacher Education. Resources and Recommendations.

ED 207 966//

On Designing and Implementing Bilingual-Bicultural Teacher Education Programs. First Year Report: 1980-1981.

ED 207 985

Resources for CDA Training: An Annotated Bibliography.

ED 207 696

Competition

The Differential Effects of Frustration and Success Upon Competitive and Cooperative Behavior.

ED 206 969

HOSA Competitive Event Guidelines. Health Occupations Students of America. Students with Special Needs.

ED 206 894

Compliance (Behavior)

- Communication and Noncompliance: An Axiomatic Framework. ED 207 109

Compliance (Legal)

- The Copyright Law: Implications for the Principal. A Legal Memorandum. ED 207 211

- A Handbook for Hearing Officers. Revised. ED 207 293

Hearing Officer Handbook.

- ED 207 282
Implications of Section 504 of the Rehabilitation Act as Related to Physical Education Instructional, Personnel Preparation, Intramural, and Interscholastic/Intercollegiate Sport Programs. ED 207 312

- Individualized Education Programs. ED 207 299

- Instructional Materials Approved for Legal Compliance. List #1. ED 207 187

- In Tune with P.L. 94-142: A Guide for Training Teachers Responsible for Music Education of Handicapped Learners. ED 207 276

- A New Perspective on the Use of Evaluation Data in Title I Schools Also Involved in a Court-Ordered Integration Program. ED 207 232

Comprehension

- Affective Responses to the Literary and Cinematic Elements in an Educational Film: A Descriptive Investigation. ED 207 511//

- Following Written Directions: A Survival Skill. ED 207 026

- Languages of the Disciplines. ED 207 059

- Scripts and the Composing Process. ED 207 329

Comprehensive Employment and Training Act

- Awarding Educational Credit for CETA Training: A Plan of Action. ED 206 897

- CETA/EDUC Linkages Workshops. Proceedings (Blacksburg, Virginia, June 12-13, 1980; Norfolk, Virginia, June 16-17, 1980; Fredericksburg, Virginia, June 23-24, 1980). ED 206 898

- CETA's Results and Their Implications. A Policy Statement by The National Council on Employment Policy. ED 206 858

- Coordination of CETA and Vocational Education. Technical Assistance Guide. ED 206 846

- Documentation of Assessment Systems Used By Prime Sponsors in the Evaluation of Training and Educational Attainment of Program Participants (Priority 6). ED 206 896

- Encouraging Linkages Between CETA Youth Programs and Vocational Education in the State of Connecticut. Final Report. ED 206 937

- Improving Services to Young Parents through CETA. ED 208 110

- Local Mixed Income Testing. Service and Participant Mix. Youth Knowledge Development Report 4.1. ED 206 867

Computation

- Analysis of Users' Intuitions About the Operation of Electronic Calculators. Report No. 80-4. Series in Learning and Cognition. ED 207 550

- Teaching the Computer to Add: An Example of Problem-Solving in an Anthropomorphic Computer Culture. Artificial Intelligence Memo No. 396. ED 207 809

Computer Assisted Instruction

- AI Based Personal Learning Environments: Directions for Long Term Research. AI Memo 384. ED 207 580

- Alternative Education Models—Preliminary Findings of the Job Corps Educational Improvement Effort. Education and Training Approaches. Youth Knowledge Development Report 5.2. ED 206 868

- An APPLE a Day Will Keep the Text Away! or Using Microcomputers in Elementary Algebra. ED 207 651

- Assessment and Documentation of a Children's Computer Laboratory. AI Memo 460. ED 207 589

- Career Planning Modules for the Officer Career Information and Planning System. ED 207 554

- A Case Study of a Young Child Doing Turtle Graphics in LOGO. AI Memo 375. ED 207 578

- The Computer as Coach: An Athletic Paradigm for Intellectual Education. AI Memo 389. ED 207 586

- Computer-Based Instruction in Early Childhood Education at the University of Georgia: A Proposed Innovation. ED 207 702

- The Computer in the School: Tutor, Tool, Tutee. ED 207 670//

- An Evaluation of Computerized Instruction for Institutionalized Adult Students, Addicts and Alcoholics. ED 206 823

- Exhibits Enhanced by Stand-Alone Computers. ED 207 523

- Final Report of the Computer Assisted Learning Test Project. Report No. 19. ED 207 486

- Leading a Child to a Computer Culture. AI Memo 343. ED 207 575

- Optimization of Computerized Drills: An Instructional Approach. ED 207 555

- Proceedings of the NECC 1981. National Educational Computing Conference (3rd, North Texas State University, Denton, Texas, June 17-19, 1981). ED 207 526

- The Use of Microcomputers for Training: Business and Industry. ED 207 598

- Using Computer Technology to Provide a Creative Learning Environment for Preschool Children. AI Memo 360. ED 207 576

- Wumpus Advisor I. A First Implementation of a Program That Tutors Logical and Probabilistic Reasoning Skills. AI Memo 381. ED 207 585

- Computer Assisted Testing**
An APPLE a Day Will Keep the Text Away! or Using Microcomputers in Elementary Algebra. ED 207 651

- Tailored Testing, Measurement Problems and Latent Trait Theory. ED 207 987

- The Use of the Sequential Probability Ratio Test in Making Grade Classifications in Conjunction with Tailored Testing. ED 208 006

- Computer Games**
The Computer as Coach: An Athletic Paradigm for Intellectual Education. AI Memo 389. ED 207 586

- Wumpus Advisor I. A First Implementation of a Program That Tutors Logical and Probabilistic Reasoning Skills. AI Memo 381. ED 207 585

- Wusor II: A Computer Aided Instruction Program with Student Modelling Capabilities. AI Memo 417. ED 207 587

- Computer Graphics**
A Case Study of a Young Child Doing Turtle Graphics in LOGO. AI Memo 375. ED 207 578

- The Computer in the School: Tutor, Tool, Tutee. ED 207 670//

- The TV Turtle: A LOGO Graphics System for Raster Displays. AI Memo 361. ED 207 577

Computer Literacy**Computer Literacy.**

- Contributions of Cognitive Science and Related Research on Learning to the Design of Computer Literacy Curricula. Report No. 81-1. Series in Learning and Cognition. ED 207 617

- Proceedings of the NECC 1981. National Educational Computing Conference (3rd, North Texas State University, Denton, Texas, June 17-19, 1981). ED 207 551

- ED 207 526

Computer Managed Instruction

- Proceedings of the NECC 1981. National Educational Computing Conference (3rd, North Texas State University, Denton, Texas, June 17-19, 1981). ED 207 526

Computer Oriented Programs

- Advanced Multiple Processor Configuration Study. Final Report. ED 207 552

- Computer-Based Instruction in Early Childhood Education at the University of Georgia: A Proposed Innovation. ED 207 702

- The Computer in the School: Tutor, Tool, Tutee. ED 207 670//

- The Impact of a Computerized Conferencing System on Scientific Research Communities. Final Report. Research Report No. 15. ED 207 853

- The Microcomputer and Management of the Time Bound Educational Program. ED 207 168

Computer Programs

- AI Based Personal Learning Environments: Directions for Long Term Research. AI Memo 384. ED 207 580

- Complex Learning Processes. ED 208 017

- Final Report of the Computer Assisted Learning Test Project. Report No. 19. ED 207 486

- Parsing Protocols Using Problem Solving Grammars. AI Memo 385. ED 207 581

- PAZATN: A Linguistic Approach to Automatic Analysis of Elementary Programming Protocols. AI Memo 388. ED 207 584

- SPADE: A Grammar Based Editor for Planning and Debugging Programs. AI Memo 386. ED 207 582

- Structured Planning and Debugging: A Linguistic Theory of Design. AI Memo 387. ED 207 583

- The TV Turtle: A LOGO Graphics System for Raster Displays. AI Memo 361. ED 207 577

- Using an Interactive Computer System to Teach Statistical Methods in Education. ED 207 594

- Using Computer Technology to Provide a Creative Learning Environment for Preschool Children. AI Memo 360. ED 207 576

- Wusor II: A Computer Aided Instruction Program with Student Modelling Capabilities. AI Memo 417. ED 207 587

Computer Science Education

- Analysis of a Simple Computer Programming Language: Transactions, Prestatements, and Chunks. Report No. 79-2. Series in Learning and Cognition. ED 207 549

- Computer Literacy. ED 207 617

- Contributions of Cognitive Science and Related Research on Learning to the Design of Computer Literacy Curricula. Report No. 81-1. Series in Learning and Cognition. ED 207 551

- Final Report of the Brookline LOGO Project, Part III: Profiles of Individual Student's Work. Artificial Intelligence Memo No. 546. ED 207 802

Subject Index

Final Report of the Brookline LOGO Project, Part II: Project Summary and Data Analysis. Artificial Intelligence Memo No. 545.

ED 207 801

Interim Report of the LOGO Project in the Brookline Public Schools: An Assessment and Documentation of a Children's Computer Laboratory. Artificial Intelligence Memo No. 484.

ED 207 799

Proceedings of the NECC 1981. National Educational Computing Conference (3rd, North Texas State University, Denton, Texas, June 17-19, 1981).

ED 207 526

Psychology of Computer Programming for Novices. Series in Learning and Cognition. Report No. 81-2.

ED 207 592

Student Science Training Program in Mathematics, Physics and Computer Science. Final Report to the National Science Foundation. Artificial Intelligence Memo No. 393.

ED 207 808

Teaching the Computer to Add: An Example of Problem-Solving in an Anthropomorphic Computer Culture. Artificial Intelligence Memo No. 396.

ED 207 809

Computer Uses in Education

The Computer in the School: Tutor, Tool, Tutee.

ED 207 670//

Computers

Development of an Index of Computer Anxiety.

ED 207 512//

Extending a Powerful Idea. Artificial Intelligence Memo No. 590.

ED 207 804

Manual of Documentation Practices Applicable to Defence-Aerospace Scientific and Technical Information. Volume II: Sections 4-Data Recording and Storage; 5-Mechanization Systems and Operations; 6-Announcement Services and Publications.

ED 207 609

On "Learnable" Representations of Knowledge: A Meaning for the Computational Metaphor. AI Memo 441.

ED 207 588

Proceedings of the NECC 1981. National Educational Computing Conference (3rd, North Texas State University, Denton, Texas, June 17-19, 1981).

ED 207 526

Teacher's Guide for Computational Models of Animal Behavior: A Computer-Based Curriculum Unit to Accompany the Elementary Science Study Guide "Behavior of Mealworms." Artificial Intelligence Memo No. 432.

ED 207 798

Use of Computers for Instructional Purposes in Ontario Schools.

ED 207 152

Concept Formation

Antecedents of Children's Comprehension of the Purpose of Television Advertising.

ED 207 049

The Frequencies & Origins of Scientific Misconceptions.

ED 207 846

Concept Teaching

Eighty-One Techniques for Teaching Sociological Concepts.

ED 207 872

Guide to the Integration of Selected Concepts of Economics into the History Curriculum of Fort Worth Country Day School.

ED 207 879

Conceptual Frameworks

A Conceptual Framework for High School Mathematics. Final Report.

ED 207 854

Conceptual Models

Understanding Understanding Mathematics. Artificial Intelligence Memo No. 488.

ED 207 800

Concerns Based Adoption Model

Examination of the Implementation of a Junior High School's New Approach to Discipline by Longitudinal Analysis of Change in Teachers' Stages of Concern and Levels of Use.

ED 207 171

Implementation at the School Building Level: The Development and Analysis of Nine Mini-Case Studies.

ED 207 170

The Implementation of a New Approach to Discipline in a Junior High School: A Case Study of Interventions During the Process of Change.

ED 207 174

Measuring Degree of Implementation of Bilingual Education Programs: Implications for Staff Development and Program Evaluation. Bilingual Education Paper Series, Vol. 4 No. 5.

ED 207 993

Conference Papers

An Evaluation of a Staff Development Exercise at the 1980 American College Personnel Association Convention. Research Report No. 15-80.

ED 207 462

Conferences

Conference Planning Manual.

ED 207 541

An Evaluation of a Staff Development Exercise at the 1980 American College Personnel Association Convention. Research Report No. 15-80.

ED 207 462

The OEMA Fall Conference Planners Handbook. 1981 Edition.

ED 207 590

Conflict

Why the Evolution/Creation Battle Rages: What Educators Can Do.

ED 207 904

Conflict Resolution

A Model of Crisis Decision Making in Organizations.

ED 207 181

Congress 97th

Developments in Aging: 1980. Part 1 and Part 2: Appendixes. Resolution Authorizing a Study of the Problems of the Aged and Aging. Conducted Pursuant to S. Res. 353. A Report of the Special Committee on Aging. United States Senate, Ninety-Seventh Congress, First Session.

ED 206 996

H.R. 1400-Veterans Educational Assistance Act of 1981. Hearings before the Subcommittee on Education, Training and Employment of the Committee on Veterans' Affairs, House of Representatives, Ninety-Seventh Congress, First Session (Norfolk, Virginia, April 6, 1981). Vol. III.

ED 206 848

Congruence (Psychology)

The Search for Disconfirming Information in Memory-Based Person Judgments.

ED 206 971

Connecticut

Research Study to Assess Individual and Vocational Program Needs for Adult Education. Final Report.

ED 206 930

Teacher Center Feasibility Study. Final Report.

ED 206 932

Vocational Curriculum Resource Assessment. Final Report.

ED 206 931

Will the "Real" Proficiency Standard Please Stand Up?

ED 208 060

1979-1981 Vocational Education Improvement Projects.

ED 206 938

Consensus

Democratic Leadership by Managing Meetings for Effective Group Decision-Making.

ED 207 153

Conservation (Concept)

Conservation as a Supplementary Predictor of Reading Skill.

ED 207 030

Conservation Reasoning Ability and Performance on BSCS Blue Version Examinations.

ED 207 820

M-Space: Is It a Constraint on Reasoning Ability?

ED 207 822

A Note on the Factor Structure of Some Piagetian Tasks.

ED 207 823

Content Area Reading

231

Conservation (Environment)

Communication and Energy: Community Participation in Forestry Projects.

ED 207 479

Rural Land Use: A Need for New Priorities.

ED 206 922

Conservation Education

Energy Education: A Policy Development Handbook.

ED 207 831

Highlands County Energy Education Activities-High School Level.

ED 207 818

Learning About Energy in Secondary Schools: Some Exemplary Lessons for Students. Volume II. Final Report, April 8, 1981 to December 31, 1981.

ED 207 817

Consortia

Starting a Regional Consortium in Instructional Development: Lessons after Four Years of Experiential Learning.

ED 207 593

Together We Do More: Cost-Effectiveness Through Interinstitutional Cooperation.

ED 207 373

Consultation Programs

Project Lodestar Special Report.

ED 207 415

Consumer Economics

Choosing a Color Television System.

ED 207 087

Consumer Economics Education in Michigan Schools: Report of the 1980 Survey.

ED 207 914

Consumer Education

Consumer Education for the Young Child. Volume I: Theory and Applications.

ED 207 916

Consumer Education for the Young Child. Volume 2: An Annotated Bibliography.

ED 207 917

Consumer Education for the Young Child. Volume 3: An Activities Handbook.

ED 207 918

A Guide to Developing Consumer Education Programs for the Elderly.

ED 207 640

Impact Research Focusing on Mildly Mentally Handicapped Students in Secondary Vocational Consumer and Homemaking Programs in Minnesota.

ED 206 899

The National Census Study of Secondary Vocational Consumer and Homemaking Programs. A Final Report.

ED 206 916

Senior Adult Consumer Advisory Manual.

ED 206 939

What People Will Need to Know in the 80s and Beyond to Be Intelligent Consumers and Effective Homemakers (Content for Consumer and Home-making Education).

ED 206 825

Consumer Protection

Advancing Your Citizenship: An Annotated Bibliography on Consumerism/Advocacy for Persons with Disabilities. Advancing Your Citizenship Series Number 2.

ED 207 315

Content Analysis

Content Treatment Interactions: A Better Design Model.

ED 207 499//

Culture Writ Electronic: Themes in Television Advertising.

ED 207 050

Persecutors, Victims and Rescuers in Harlequin Romances.

ED 207 086

The Structure of Foreign News.

ED 207 048

Content Area Reading

Reading and Nursing Work Together.

ED 207 623

Reading for Main Ideas and Details in Electronics.

ED 206 830

- Reading in the Mathematics Classroom.
ED 207 836
- The Specific Vocabulary Needs of Academic Disciplines.
ED 207 000
- Teacher's Guide to Newspaper in Education.
ED 207 065
- Visual Compositions: A Way to Teach Explicit and Implicit Text Factors in Content Areas.
ED 207 003
- Context Free Grammar**
Parsing Protocols Using Problem Solving Grammars. AI Memo 385.
ED 207 581
- Contextual Associative Method**
Facilitating Recognition Memory: The Use of Distinctive Contexts in Study Materials and Tests.
ED 208 010
- Continuing Education**
The Influence of Demographic Factors on TAFE. Occasional Paper Number 2.
ED 207 927
- "Never Too Late..." Extending Continuing Education to the Elderly Homebound: Manual.
ED 207 638
- Contraception**
You and Me and Human Sexuality: A Student Booklet Written for Deaf Adolescents.
ED 206 941
- Contracts**
Directory of Faculty Contracts and Bargaining Agents in Institutions of Higher Education.
ED 207 466
- Joint Regional Depository for United States Public Documents: A Case Study in Nebraska.
ED 207 543
- Superintendent's Contracts—What Should They Say? The School Attorney's Point of View.
ED 207 137
- Conversation**
Language and Learning: Talk between Adults and Children at Home and at School.
ED 207 105
- Cooking Instruction**
Kitchen Safety. Technical Assistance and Dissemination System: Illinois Special Needs Populations.
ED 206 836
- Cooperating Teachers**
Five to One Student Teaching Experience.
ED 207 974
- Cooperation**
The Differential Effects of Frustration and Success Upon Competitive and Cooperative Behavior.
ED 206 969
- Cooperative Education**
Collaborative Programs in Urban Schools: Case Studies.
ED 208 095
- Cooperative Institutional Research Program**
The American Freshman: National Norms for Fall 1980.
ED 207 404
- Cooperative Planning**
Communication and Energy: Community Participation in Forestry Projects.
ED 207 479
- Coordination of CETA and Vocational Education. Technical Assistance Guide.
ED 206 846
- Local Government Support of a Child Voucher System: Austin/Travis County, Texas.
ED 207 713
- Cooperative Programs**
Collaborative Programs in Urban Schools: Case Studies.
ED 208 095
- A Co-operative Educational Program: The Presentation of Museum Artifact Kits in Community Elementary Schools.
ED 207 534

- Coordination of CETA and Vocational Education. Technical Assistance Guide.
ED 206 846
- Together We Do More: Cost-Effectiveness Through Interinstitutional Cooperation.
ED 207 373
- Wisconsin Summer Library Program Manual, 1981. Merlin's Mid-Summer Magic.
ED 207 569
- Coordination**
Children and Society: Issues for Pre-School Reforms.
ED 207 679
- Coorientation Time Trends in a Small Group.
ED 207 097
- Encouraging Linkages Between CETA Youth Programs and Vocational Education in the State of Connecticut. Final Report.
ED 206 937
- Vocational/Special Needs Support Services Pilot Project. Final Report, January 5, 1981-June 30, 1981.
ED 206 904
- Coping**
Children's Perception of Support Inventory.
ED 207 723
- Cognitive Somatic Behavioral Interventions for Maximizing Gymnastic Performance.
ED 207 948
- Cross-Cultural Sex Differences: Implications for Education.
ED 206 994
- [Dealing with Teacher Stress and Burnout.]
ED 207 145
- Declining Enrollments: The Challenge of the Coming Decade. Summary Report.
ED 207 212
- How to Deal with Teacher Stress and Burnout.
ED 207 144
- Nontraditional, Female, Commuter Students: Coping with College.
ED 207 450
- The Recognition and Management of Burn-Out.
ED 207 744
- Copyright Law 1976**
The Copyright Law: Implications for the Principal. A Legal Memorandum.
ED 207 211
- Copyrights**
The Copyright Law: Implications for the Principal. A Legal Memorandum.
ED 207 211
- Corporal Punishment**
Corporal Punishment in the Schools.
ED 207 200
- Corporations**
The Corporate Stake in Higher Education: An Underdeveloped Potential.
ED 207 419
- New Goals for Corporate Giving to Higher Education.
ED 207 440
- Correctional Education**
Development of Procedures for Assessing the Impact of Vocational Education Research and Development on Vocational Education (Project IMPACT). Volume 5-A Case Study of Illinois Career Education Projects at the Awareness Level.
ED 206 814
- Correlation**
Correlations Between the McCarthy Scales of Children's Abilities and the Bayley Scales of Infant Development.
ED 208 034
- Relationship Between Eye Movement and Cognitive Information Acquisition Utilizing an Unobtrusive Eye Movement Monitoring Device.
ED 207 507//
- Correspondence Study**
Hospital Corpsman 1 & C. Rate Training Manual and Nonresident Career Course. Revised.
ED 206 910
- Cost Effectiveness**
An Analysis of Energy Use on Community College Campuses.
ED 207 829

- CETA's Results and Their Implications. A Policy Statement by The National Council on Employment Policy.
ED 206 858
- Comments on Progress Report: A Cost-Benefit Model of Some Critical Library Operations in Terms of Use of Serials (April 29, 1977) by Allen Kent and Others.
ED 207 603
- Cost Effectiveness and the Community School. Proceedings of a symposium of the American Educational Research Association (Los Angeles, California, April 13-17, 1981).
ED 207 227
- Cost Effectiveness of Premium Versus Regular Gasoline in MCPS Buses.
ED 208 048
- Early Intervention for Children with Special Needs and Their Families: Findings and Recommendations.
ED 207 278
- Employer Sponsored Child Care: Four Issues Papers.
ED 207 688
- Energy and Education.
ED 207 133
- Enhanced Work Projects—The Supported Work Approach for Youth. Youth Work Experience. Youth Knowledge Development Report 7.3.
ED 206 869
- Final Report of the Computer Assisted Learning Test Project. Report No. 19.
ED 207 486
- Measuring Energy Conservation with Utility Bills.
ED 207 828
- [Microfiche/Audiotape and Teeth. An Experimental Trial of New Technology: The Second Year.]
ED 207 525
- Relationships between Local Contributions and the Success of a Federal School Improvement Program. Draft.
ED 207 254
- Saving Schoolhouse Energy. Final Report.
ED 207 838
- School Facilities Development Procedures Manual.
ED 207 182
- Study of the Career Intern Program. Task D: Final Report, Volume 3. A Cost Analysis of the CIP.
ED 206 845
- Together We Do More: Cost-Effectiveness Through Interinstitutional Cooperation.
ED 207 373
- The Transport Requirements of P.C.A.P. Field Staff in the South-West and Central Priority Country Areas. Priority Country Area Program Evaluation Series: Report No. 7.
ED 207 733
- Value Engineering. Technical Manual. School Facilities Development Procedures Manual.
ED 207 183
- Counseling**
Counseling and Minorities: A Bibliography.
ED 206 968
- Counseling Effectiveness**
Facilitating Positive Psychosocial Adaptation in Children with Cystic Fibrosis by Increasing Family Communication and Problem-Solving Skills. A Research Report to the Cystic Fibrosis Foundation.
ED 207 708
- Counseling Services**
Educational and Vocational Guidance in Denmark. Education in Denmark.
ED 206 833
- Product Evaluation of the Counseling and Career Guidance Component of the Detroit Desegregation Court Order.
ED 208 112
- Services for Children of Alcoholics. Symposium (Silver Spring, Maryland, September 24-26, 1979). Research Monograph No. 4.
ED 206 964
- Student Recruitment & Retention.
ED 207 620
- A Survey of Academic Advising Models Used by Maryland State Public Institutions of Higher Education. Research Report No. 4-80.
ED 207 460

Subject Index

Counselor Attitudes

Public Image of the University: Perceptions of High School Counselors. Institutional Research Report No. 81-19.

ED 207 389

Counselor Client Relationship

Identifying, Measuring, and Teaching Helping Skills.

ED 207 372

Counselor Performance

Beginning Practicum Experiences: Anxiety and Its Consequences.

ED 206 944

Identifying, Measuring, and Teaching Helping Skills.

ED 207 372

Counselor Training

Beginning Practicum Experiences: Anxiety and Its Consequences.

ED 206 944

A College Curriculum for Displaced Homemakers: Women's Crisis Counseling.

ED 206 993

Rating Openness: A Training Manual.

ED 206 943

Training of Trainers: Participant Manual.

ED 206 953

Training of Trainers: Trainer Manual.

ED 206 952

Counselors

Student Life and the Task of Counseling in Colleges and Universities in the 1980s. Research Report No. 17-80.

ED 207 463

Course Content

A Model Framework for Course Materials Construction. Third Edition.

ED 207 839

Course Descriptions

Course Syllabus for Grades 10-12, Art. Art 2 + 3.

ED 207 936

Course Syllabus for Grades 9-12, Art. Art 1.

ED 207 935

Course Syllabus for Grades 9-12, Music. Band.

ED 207 938

Course Syllabus for Grades 9-12, Music. Chorus (I-IV).

ED 207 937

A Guide to Energy-Related Curriculum at California Community Colleges and Certain Other Programs.

ED 207 826

Science and Engineering Technology: A Guide to a Two-Year Associate Degree Curriculum.

ED 207 786

University Curricula in the Marine Sciences and Related Fields, Academic Years 1979-1980, 1980-1981.

ED 207 825

Course Evaluation

A Course Evaluation System in an Open University.

ED 207 451

Format and Evaluation of the Cross-Cultural Component of a Foreign Teaching Assistant Training Program.

ED 207 100

Course Objectives

Course Syllabus for Grades 10-12, Art. Art 2 + 3.

ED 207 936

Course Syllabus for Grades 9-12, Art. Art 1.

ED 207 935

Course Syllabus for Grades 9-12, Music. Band.

ED 207 938

Course Syllabus for Grades 9-12, Music. Chorus (I-IV).

ED 207 937

Course Organization

Community College Study of Media Utilization and Instructional Methodologies Used in Science Courses and Related Areas: A National Study.

ED 207 508//

A Model Framework for Course Materials Construction. Third Edition.

ED 207 839

Teaching Organizational Communication: Course and Program Considerations.

ED 207 108

Course Selection

The Student-Selection Process: A Model of Student Courses in Higher Education.

ED 207 402

Courses

A Pilot Program to Provide Ownership Skills to Seniors in the Vocational Technical Schools and Other Educational Institutions. Year Three. Final Report.

ED 206 935

Court Doctrine

A Historical Approach to Legal Aspects of Bilingual Education.

ED 207 335

William Brennan and the Failed "Theory" of Actual Malice.

ED 207 043

Court Judges

William Brennan and the Failed "Theory" of Actual Malice.

ED 207 043

Court Litigation

Censorship in Public Schools.

ED 207 118

The Corporate Authority of Governing Boards of Colleges and Universities at the Turn of the Century: A Review of Statutes and Court Decisions.

ED 207 457

Evaluation Case Histories as a Parallel to Legal Case Histories.

ED 207 989

Legal Aspects of Teacher Evaluation.

ED 207 126//

A New Perspective on the Use of Evaluation Data in Title I Schools Also Involved in a Court-Ordered Integration Program.

ED 207 232

Trustee Liability and Legal Responsibility.

ED 207 652

William Brennan and the Failed "Theory" of Actual Malice.

ED 207 043

The Yeshiva Case: One Year Later.

ED 207 375

Courts

The Small Claims Court: An Argumentative Instructional Alternative.

ED 207 089

Cowboys

The American Cowboy as Depicted Through Music and Poetry: Instructional Materials for the Elementary Classroom Teacher.

ED 207 901

Creationism

Why the Evolution/Creation Battle Rages: What Educators Can Do.

ED 207 904

Creative Art

High School for the Creative and Performing Arts: Student Attitudes and Perceptions. Report 8051.

ED 208 049

Creative Thinking

The Coalescence of Philosophy and Process in School Health Education.

ED 207 934

Creativity

Developing Cognitive Skills Through Art.

ED 207 674

Credentials

Home Based Information Packet.

ED 207 695

Credit Courses

Access to Bachelor's Degrees Through Evening and Weekend Courses, 1980.

ED 207 420

Credits

Awarding Educational Credit for CETA Training: A Plan of Action.

ED 206 897

Criterion Referenced Tests

233

Making Experience Count in Vocational Education. A Guide to Help Vocational Educators Identify and Provide Recognition to Adult Women Who Have Vocationally-Relevant Life Experience Learning.

ED 206 876

Crime

Crime and the Decline of Values.

ED 207 876

Rape: The Role of Societal Norms and the Psychological Need for Control in the Attribution of Blame.

ED 206 979

Crime Prevention

The Native Courtworker and Counselling Association of British Columbia. Annual Report, 1980-81.

ED 207 742

Criminal Justice

Academic Disciplines and Debates: An Essay on Criminal Justice and Criminology as Professions in Higher Education.

ED 207 397

Accreditation and Its Significance for Programs of Higher Education in Criminology and Criminal Justice: A Review of the Literature.

ED 207 398

The Criminal Justice Doctorate: A Study of Doctoral Programs in the United States.

ED 207 391

A Heuristic Model of Criminology and Criminal Justice.

ED 207 393

Syllabus Design and Construction in Criminal Justice Education.

ED 207 395

Two Views of Criminology and Criminal Justice: Definitions, Trends, and the Future.

ED 207 394

Criminology

Academic Disciplines and Debates: An Essay on Criminal Justice and Criminology as Professions in Higher Education.

ED 207 397

Accreditation and Its Significance for Programs of Higher Education in Criminology and Criminal Justice: A Review of the Literature.

ED 207 398

The Criminal Justice Doctorate: A Study of Doctoral Programs in the United States.

ED 207 391

A Heuristic Model of Criminology and Criminal Justice.

ED 207 393

The Productivity of Criminology and Criminal Justice Faculty.

ED 207 392

Professionalism Among Criminal Justice Educators.

ED 207 396

Syllabus Design and Construction in Criminal Justice Education.

ED 207 395

Two Views of Criminology and Criminal Justice: Definitions, Trends, and the Future.

ED 207 394

Crisis Intervention

Facilitating Positive Psychosocial Adaptation in Children with Cystic Fibrosis by Increasing Family Communication and Problem-Solving Skills. A Research Report to the Cystic Fibrosis Foundation.

ED 207 708

Crisis Management

A Model of Crisis Decision Making in Organizations.

ED 207 181

Criterion Referenced Tests

Annual Evaluation Reports: ESAA Basic Projects Reading Components, (and) Final Evaluation Report: 1978-79 Detroit Objective Referenced Testing Program (DORT).

ED 208 047

Assessing Teacher Skills Needed to Implement Objectives-Based Instruction.

ED 208 031

Issues in Testing for Competency.

ED 208 001

- Validating Decisions Made with Criterion-Referenced Tests. ED 208 025
- 1981 Local Option Testing Manual. Wisconsin Pupil Assessment Program. ED 207 988

Critical Analysis

- A Critical Look at Critical Analysis. ED 207 047

Critical Thinking

- Adapting-Sociology to the Changing Demands of General Education: The Use of Debate and Critical Analysis. ED 207 907
- Social Inquiry: Instructional Manual to Accompany MARK. ED 207 883

Cross Age Teaching

- Tutoring: Putting It All Together. ED 207 024

Cross Cultural Studies

- Exercises in Cross-Cultural Communication for Teachers of English to Spanish Speakers. Hand-out Series. ED 208 071
- Gestures of India: A Study of Emblems among Punjabi Residents of Canada. ED 207 093
- New Directions in Social and Cultural Anthropology: Pushing Back the Chairs, Opening the Doors. ED 207 616

Cross Cultural Training

- Format and Evaluation of the Cross-Cultural Component of a Foreign Teaching Assistant Training Program. ED 207 100
- The Mexican American Culture Simulator for Child Welfare. Technical Report. ED 207 738
- What You Say After Hello: Pre-Service Orientation for Native Programs. ED 207 734

Cultural Activities

- Eventos de Noviembre (November Events). ED 207 784
- Eventos de Octubre (October Events). ED 207 783

Cultural Awareness

- Acculturation and Biculturalism among Three Generations of Mexican American and Anglo American School Children. ED 207 741
- Cultural Awareness of Minority Groups: Some Implications for School-Community Interaction. ED 207 233
- Educating Students for Communication with People from Other Cultures. ED 207 114
- The Mexican American Culture Simulator for Child Welfare. Technical Report. ED 207 738
- New Directions in Social and Cultural Anthropology: Pushing Back the Chairs, Opening the Doors. ED 207 616
- Simbolos Nacionales. National Symbols. ED 207 785

Cultural Background

- Children's Knowledge and Text Comprehension. ED 207 359
- Ethiopians. Refugee Fact Sheet Series #1. ED 207 350
- Eventos de Noviembre (November Events). ED 207 784
- Eventos de Octubre (October Events). ED 207 783
- A Project in Multicultural Learning: Greek-American Contributions to American Society. ED 208 090
- Simbolos Nacionales. National Symbols. ED 207 785
- The Soviet Jews. Fact Sheet Series #3. ED 207 362

Cultural Context

- Culture Writ Electronic: Themes in Television Advertising. ED 207 050

Cultural Differences

- The Challenges of the Multicultural Classroom. ED 207 023
- Child Abuse and Neglect Curriculum in Schools. ED 207 285
- Cultural Influence on Selective Attention Processes among Nigerian Adolescents. ED 208 009
- Ethnic Differences in the Nutritiousness of Diets of Hawai'i's Children. ED 208 083
- Exercises in Cross-Cultural Communication for Teachers of English to Spanish Speakers. Hand-out Series. ED 208 071
- The Expression of Differences in Intercultural Encounters. ED 207 090
- Gestures of India: A Study of Emblems among Punjabi Residents of Canada. ED 207 093
- Home-School Discrepancies and the Puerto Rican Exceptional Child. ED 207 292
- Images as Barriers to Intercultural Communication. ED 207 111
- Vietnamese Refugee Students: A Handbook for School Personnel. Second Edition. ED 208 109

Cultural Education

- The American Acquisition of Linguistic and Mass Communication Skills in the Spanish Ambiance. ED 207 334
- La Experiencia Mexicana (The Mexican Experience). Volumes I and II. ED 207 766
- Orientation and Intercultural Communication: A Course for Advanced ESL Students. ED 207 348

Cultural Images

- Images as Barriers to Intercultural Communication. ED 207 111

Cultural Influences

- The Big Game. College Sports and American Life. ED 207 468//
- Bilingual Education Community Study: Implementing Bilingual Education in an Urban Midwestern Context. ED 207 727
- Cross-Cultural Sex Differences: Implications for Education. ED 206 994
- Cultural Influence on Selective Attention Processes among Nigerian Adolescents. ED 208 009
- Language, Class, and Cultural Implications on First and Second Language Acquisition: A Cross-Cultural Study of Cognitive Consequences. ED 207 360
- Linking Architecture and History in the Teaching of Undergraduates: A Three Course Sequence. ED 207 421

Cultural Interrelationships

- Gestures of India: A Study of Emblems among Punjabi Residents of Canada. ED 207 093

Cultural Pluralism

- Main Trends and Problems of Development of Librarianship in a Multinational State. ED 207 483

Culture Conflict

- Reflections on the Education of Native American Children, Focusing on Navajo Children. ED 207 751

Culture Contact

- Les mecanismes psychologiques sous-jacents a l'apprentissage d'une langue seconde (The Psychological Mechanisms Related to the Learning of a Second Language). Publication B-99. ED 207 337

Curriculum

- A Data Based Gymnasium: A Systematic Approach to Physical Education for the Handicapped. ED 207 271
- Integrating Library Resources in the Jewish Educational Curriculum with Specific Reference to the Teaching of Jewish Observances. ED 207 532
- The National Census Study of Secondary Vocational Consumer and Homemaking Programs. A Final Report. ED 206 916

Curriculum Design

- Accreditation and Its Significance for Programs of Higher Education in Criminology and Criminal Justice: A Review of the Literature. ED 207 398
- Cleveland Urban Learning Community (CULC): Evaluation Report. ED 208 068
- The Computer in the School: Tutor, Tool, Tutee. ED 207 670//
- A Conceptual Framework for High School Mathematics. Final Report. ED 207 854
- Curriculum Development: A Function of Design and Leadership. ED 207 213
- English and Language Arts Curriculum Guide, Grades 6-9. Bulletin 1589. ED 207 067
- English and Language Arts Curriculum Guide, Grades 9-12. Bulletin 1590. ED 207 068
- Goals for Mathematical Education of Elementary School Teachers: A Report of the Cambridge Conference on Teacher Training. ED 207 814
- The Intercultural Studies Division: An Interdisciplinary Success. ED 207 643
- Language Arts Curriculum Guide, K-6. Bulletin 1588. ED 207 066
- Levels and Types of Curriculum and Instructional Design Skills Presently Offered in Pennsylvania Teacher Education Programs. ED 207 950
- A Model Framework for Course Materials Construction. Third Edition. ED 207 839
- Syllabus Design and Construction in Criminal Justice Education. ED 207 395
- Teaching Organizational Communication: Course and Program Considerations. ED 207 108
- These Programs Worked in Raising Math Scores. Clinic A-14. ED 207 815
- Curriculum Development**
- A College Curriculum for Displaced Homemakers: Women's Crisis Counseling. ED 206 993
- Curriculum Development: A Function of Design and Leadership. ED 207 213
- Curriculum Development: Linking Science Education to Life. Report of a Sub-regional Workshop on Designing and Developing Innovative Science Curriculum and Instructional Materials (Bangkok, Thailand, December 8-20, 1980). ED 207 805
- Curriculum for Early Childhood Education: A Report of a Workshop Held at the Kenya Institute of Education (July 16 to August 3, 1979). Volume 1. ED 207 684
- Curriculum for Early Childhood Education: A Report of a Workshop Held at the Kenya Institute of Education (July 16 to August 3, 1979). Volume 2. ED 207 685
- Development of Procedures for Assessing the Impact of Vocational Education Research and Development on Vocational Education (Project IMPACT). Volume 2-A Case Study of the Illinois Occupational Curriculum Project. ED 206 811

Subject Index

- Dissemination Strategies at the National Science Foundation in Pre-College Education.
ED 207 857
- Elaborating the Reading Curriculum for the Gifted.
ED 207 016
- Elementary Social Studies. Program Guide.
ED 207 931
- The Evolution of a Community Drug Abuse Program: Families Have a Critical Role.
ED 206 942
- Final Report of Nursing Transition: A Process to Facilitate Career Mobility, July 1, 1980-June 30, 1981.
ED 206 884
- Implementation at the School Building Level: The Development and Analysis of Nine Mini-Case Studies.
ED 207 170
- Linking R&D with Schools. Perspectives on School Improvement: A Casebook for Curriculum Change.
ED 207 261
- The Martin Report: What Goes on in English Lessons. Case Studies from Government High Schools, Western Australia.
ED 207 078
- A Pilot Program to Provide Ownership Skills to Seniors in the Vocational Technical Schools and Other Educational Institutions. Year Three. Final Report.
ED 206 935
- A Plan for Improving Instruction and Services for Developmental Skills Students at Fresno City College.
ED 207 656
- A Rationale for Social Studies Education in Michigan.
ED 207 919
- Rural Education: A Field of Study Whose Time Has Come in Higher Education.
ED 207 757
- Science and Engineering Technology: A Guide to a Two-Year Associate Degree Curriculum.
ED 207 786
- Teacher's Guide for Computational Models of Animal Behavior: A Computer-Based Curriculum Unit to Accompany the Elementary Science Study Guide "Behavior of Mealworms." Artificial Intelligence Memo No. 432.
ED 207 798
- These Programs Worked in Raising Math Scores. Clinic A-14.
ED 207 815
- 1979-1981 Vocational Education Improvement Projects.
ED 206 938
- Curriculum Evaluation**
Project Lodestar Special Report.
ED 207 415
- Syllabus Design and Construction in Criminal Justice Education.
ED 207 395
- Teachers as Evaluators Project: A Guide to Evaluation in the Kindergarten or Preschool.
ED 207 714
- Curriculum Guides**
K-14 Goal Matrix. Career-Vocational Development Profile. An Educational Planning Resource. Second Draft.
ED 206 887
- Cutting Scores**
Will the "Real" Proficiency Standard Please Stand Up?
ED 208 060
- Cystic Fibrosis**
Facilitating Positive Psychosocial Adaptation in Children with Cystic Fibrosis by Increasing Family Communication and Problem-Solving Skills. A Research Report to the Cystic Fibrosis Foundation.
ED 207 708
- Czechoslovakia**
Study on Access of Women to Specialized and Scientific Education and Training and to the Corresponding Careers in the CSSR (Undertaken by the Ministries of Education of the Czech and Slovak Socialist Republics).
ED 207 841

Daily Living Skills

- Final Project Report of Optimizing Vocational Development in the Handicapped, September 1980-June 1981.
ED 206 893
- Secondary Special Education Accountability-Key for the 1980's.
ED 207 288
- Securing Occupational Achievement through Readiness Skills (SOARS). A Resource Curriculum with Assessment and Strategies for Prevocational Skill Training.
ED 206 913
- Dance**
Dance for Students with Orthopedic Conditions-Popular, Square, Folk, Modern, [and] Ballet.
ED 207 304
- Data Analysis**
Integration of Research Studies: Meta-Analysis of Research. Methods of Integrative Analysis; Final Report.
ED 208 003
- Policy Researcher as Sleuth: New Approaches to Integrating Qualitative and Quantitative Methods.
ED 207 256
- Project Plan: The MEDARP Documentation Unit to the School Improvement and Local School Development Projects.
ED 208 064
- Data Collection**
Instructional Evaluation Techniques: Ends Dictate the Means.
ED 207 596
- The Personal Interview: A Tool for Investigating and Understanding Change in Schools.
ED 207 173
- A Study to Design and Implement Employer-Based Evaluation of 1980 Vocational Education Completers and Leavers. Final Report.
ED 206 933
- A Survey of Teacher Supply and Demand Data Collection Systems in NASDTEC Central Region States.
ED 207 942
- Data Processing**
Manual of Documentation Practices Applicable to Defence-Aerospace Scientific and Technical Information. Volume II: Sections 4-Data Recording and Storage; 5-Mechanization Systems and Operations; 6-Announcement Services and Publications.
ED 207 609
- Databases**
Authorities and Standards in a Changing World.
ED 207 480
- Finding the Facts About Agriculture: A New Approach to Searching the Literature.
ED 207 605
- INFO RELEASE. National Information Network for Recreation, Leisure and Sport.
ED 207 535
- Manual of Documentation Practices Applicable to Defence-Aerospace Scientific and Technical Information. Volume IV: Sections 10-Security Storage and Control; 11-Organization and Management; 12-Networks and External Sources of Information.
ED 207 611
- Qualified Citation Indexing: Its Relevance to Educational Technology.
ED 207 567
- Day Care**
A Comparison of Multi-Age and Homogeneous Age Grouping in Early Childhood Centers.
ED 207 673
- Employer Sponsored Child Care: Four Issues Papers.
ED 207 688
- Employer Sponsored Child Care: Policy Discussions, Recommendations, and Bibliography.
ED 207 689
- Infants: Their Social Environments.
ED 207 699//
- Local Government Support of a Child Voucher System: Austin/Travis County, Texas.
ED 207 713

Decision Making

235

Day Care Centers

- Children and Society: Issues for Pre-School Reform.
ED 207 679
- Deacons**
Some Notes on a Permanent Diaconate in the United Methodist Church. Occasional Papers No. 36.
ED 207 379
- Deafness**
Research at Gallaudet College.
ED 207 280
- You and Me and Human Sexuality: A Student Booklet Written for Deaf Adolescents.
ED 206 941
- You and Me and Human Sexuality. Teacher's Manual.
ED 206 940
- Death**
Sibling Death During Adolescence: Self Concept and Bereavement Reactions.
ED 207 721//
- Debate**
Adapting-Sociology to the Changing Demands of General Education: The Use of Debate and Critical Analysis.
ED 207 907
- Dimensions of Argument: Proceedings of the Summer Conference on Argumentation (2nd, Alta, Utah, July 30-August 2, 1981).
ED 207 119
- The Quality of the 1980 Presidential Forums: A "Revisionist" Position on Presidential Debates.
ED 207 096
- Decentralization**
Administrative Decentralization in School Systems and Its Effect on the Organization of Media Services. Atlanta Public Schools: A Case Study.
ED 207 595
- The Organization of the Distance Teaching Sub-System in an Open University.
ED 207 430
- Deception**
Emotional Experience and Regulation of Expressive Behavior.
ED 207 700
- Decision Making**
Administrative Leadership. Effective and Responsive Decision Making in Higher Education.
ED 207 472//
- An Analysis of Student Choices in Medical Ethical Dilemmas.
ED 207 912
- Democratic Leadership by Managing Meetings for Effective Group Decision-Making.
ED 207 153
- The Effect of Vicarious Partial Reinforcement Upon Children's Use of Self-Verbalization in Decisions Regarding Television Viewing.
ED 207 503//
- Forecasting and Maximizing Post-Secondary Futures: Dilemmas Over Negative Futures and Their Hidden Costs.
ED 207 369
- Improving Decision Making.
ED 207 650
- The Relationship of Decision Involvement and Principals' Leadership to Teacher Job Satisfaction in Selected Secondary Schools.
ED 207 129
- The Relationship of Sex Role and Career Factors in Career Decision Making.
ED 206 949
- The Role of Local Action Teams in School Improvement. Linking R&D with Schools.
ED 207 251
- Rural Youths' Decisions to Attend College: Aspirations and Realizations.
ED 207 765
- The Search and Screen Committee: A Simulation. Equity for Women in Higher Education Project.
ED 207 418
- Small Group Communication in the 1980's.
ED 207 092
- The Urban Principal. Discretionary Decision-Making in a Large Educational Organization.
ED 207 178

Decision Making Skills

- The Search for Disconfirming Information in Memory-Based Person Judgments. ED 206 971

Declining Enrollment

- The Changing Patterns of School Enrollment and Their Implications for Educational Policy and Management. ED 207 195

- Colleges Respond to Decline: Resistance versus Application. Issues in Higher Education, No. 17. ED 207 390

- Declining Enrollments: The Challenge of the Coming Decade. Summary Report. ED 207 212

Decoding (Reading)

- A Comparison of First and Second Language Reading Strategies among English-Speaking University Students. ED 207 324

- Visual Testing: An Experimental Assessment of the Encoding Specificity Hypothesis. ED 207 495//

Degree Requirements

- Access to Bachelor's Degrees Through Evening and Weekend Courses, 1980. ED 207 420

- University Curricula in the Marine Sciences and Related Fields, Academic Years 1979-1980, 1980-1981. ED 207 825

Degrees (Academic)

- Degrees and Other Formal Awards Conferred by Kentucky Colleges and Universities, 1980. ED 207 424

Deinstitutionalization (of Delinquents)

- A Model for a Deinstitutionalization Program for Youthful Offenders. ED 206 948

Delinquency

- Academic Achievement in a Handicapped and a Non-Handicapped Incarcerated Juvenile Delinquent Population. ED 207 272

- Enhanced Work Projects-The Supported Work Approach for Youth. Youth Work Experience. Youth Knowledge Development Report 7.3. ED 206 869

Delinquent Rehabilitation

- Adapted Outward Bound Programmes: An Alternative for Corrections. ED 207 746

- A Model for a Deinstitutionalization Program for Youthful Offenders. ED 206 948

Delivery Systems

- Channeling a Community's Aging Resources. ED 206 991

- Communicating Innovations Via Television: A Study of Learning Within a Social Context. ED 207 103

- Developing an Occupational Drug Abuse Program: Considerations and Approaches. Services Research Monograph Series. ED 206 965

- Identifying and Compiling Information about (Minority) Community Based Organizations' Efforts to Serve In-School Youth. Final Notes. ED 206 835

- Impact Evaluation of the Area Vocational School Delivery System. Executive Summary (and) Technical Report. ED 208 043

- Program Review: Administrative Units and Service Units, COPE Study 1979-80. ED 207 381

- Rural Youth: Images from West Dorset. A Study of Young People in a Rural Area and the Extent of Youth Service Provision Afforded Them. ED 207 731

- Services for Children of Alcoholics. Symposium (Silver Spring, Maryland, September 24-26, 1979). Research Monograph No. 4. ED 206 964

- Serving Troubled Children: Program and Policy Planning for the Future. ED 206 992

- Training of Trainers: Participant Manual. ED 206 953

- Training of Trainers: Trainer Manual. ED 206 952

Democracy

- Education and Organizational Democracy. ED 207 218

Democratic Values

- Democratic Leadership by Managing Meetings for Effective Group Decision-Making. ED 207 153

Demography

- El Estado de la Educacion para los Hispanos en los Estados Unidos (The Condition of Education for Hispanics in the United States). ED 207 767

- Farm Population of the United States: 1980. ED 207 762

- The Influence of Demographic Factors on TAFE. Occasional Paper Number 2. ED 207 927

- The New Asian Immigrants. ED 208 078

Demonstration Programs

- Assessments of Job Corps Performance and Impacts. Volume II. Program Evaluations. Youth Knowledge Development Report 3.3. ED 206 865

- Catalog of Innovations Development. Innovative Programs in Vocational Education, 1981. Final Report, July 1, 1980-June 30, 1981. ED 206 821

- Enhanced Work Projects-The Supported Work Approach for Youth. Youth Work Experience. Youth Knowledge Development Report 7.3. ED 206 869

- Implementing Interactive Telecommunications Services. Final Report on Problems Which Arise During Implementation of Field Trials and Demonstration Projects. ED 207 524

- Improving the Implementation of YEDPA Programs. Implementation Issues. Youth Knowledge Development Report 8.6. ED 206 871

- Information for Community Action: A Demonstration of University/Public Library Cooperation in Meeting Community Groups' Information Needs. Final Report. ED 207 545

- Jobs and Community Improvements-A Handbook for Enhanced Work Projects. Implementation Issues. Youth Knowledge Development Report 8.1. ED 206 870

- Knowledge Development under the Youth Initiatives-Proceedings of an Overview Conference (Waltham, Massachusetts, October 5-6, 1978). Knowledge Development Framework. Youth Knowledge Development Report 1.3. ED 206 860

- Local Mixed Income Testing. Service and Participant Mix. Youth Knowledge Development Report 4.1. ED 206 867

- Study of the Career Intern Program. Final Report-Task A: Implementation. ED 206 841

- Technology Education Symposium II. Program Theme: "Technological Literacy" (Menomonee, Wisconsin, May 1-2, 1981). ED 206 915

- 1979-1981 Vocational Education Improvement Projects. ED 206 938

Demonstrations (Civil)

- Taking the Radical Risk: Diary of a San Francisco State Professor. ED 207 447

Denmark

- Educational and Vocational Guidance in Denmark. Education in Denmark. ED 206 833

Department of Agriculture

- Finding the Facts About Agriculture: A New Approach to Searching the Literature. ED 207 605

Department of Education

- Treatment of Rural Areas: Planning Guidance for Administrative, Legislative, and Regulatory Action for FY 1982-83. ED 207 769

Departments

- Faculty Study in a Second Discipline: Survey of Fellows May 1981. ED 207 469

- The Productivity of Criminology and Criminal Justice Faculty. ED 207 392

Depository Libraries

- Joint Regional Depository for United States Public Documents: A Case Study in Nebraska. ED 207 543

Depression (Psychology)

- Women At Work and At Home: Implications for Depression and Mental Health. ED 206 982

Desegregation Effects

- Elementary School Staff Attitudes Toward Desegregation, 1979 Survey. ED 208 116

- Grade 10 Student Attitudes Toward Desegregation, 1979 Survey. ED 208 120

- Grade 7 Student Attitudes Toward Desegregation, 1979 Survey. ED 208 119

- High School Staff Attitudes Toward Desegregation, 1979 Survey. ED 208 118

- Middle School Staff Attitudes Toward Desegregation, 1979 Survey. ED 208 117

- Product Evaluation of the Counseling and Career Guidance Component of the Detroit Desegregation Court Order. ED 208 112

- Product Evaluation of the Elementary and Middle School Reading and Communication Skills Component of the Detroit Desegregation Court Order. ED 208 113

- Product Evaluation of the High School Reading and Communication Skills Component of the Detroit Desegregation Court Order. ED 208 114

- Product Evaluation of the Inservice Training Component of the Detroit Desegregation Court Order. ED 208 111

- Product Evaluation of the Uniform Code of Student Conduct Component of the Detroit Desegregation Court Order. ED 208 115

- Workshop Participants' Perception Rankings of Second Generation School Desegregation Issues. ED 208 085

Desegregation Litigation

- A Historical Approach to Legal Aspects of Bilingual Education. ED 207 335

Desegregation Methods

- Trends in Urban School Desegregation. ED 207 148

Desegregation Plans

- Citizen Guide to Desegregation: A Report to the Citizens' Council for Ohio Schools. ED 208 125

Design

- Learning from Diagrams: Theoretical and Instructional Considerations. ED 207 518//

- Overview of a Linguistic Theory of Design. AI Memo 383A. ED 207 579

Design Preferences

- Subscribers' Reaction to Redesign of the St. Cloud Daily Times [and] Understanding the Research Process. ANPA News Research Report No. 32. ED 207 076

Detroit Objective Referenced Testing Program

Subject Index

- Annual Evaluation Reports: ESAA Basic Projects Reading Components, (and) Final Evaluation Report: 1978-79 Detroit Objective Referenced Testing Program (DORT). ED 208 047
- Detroit Public Schools MI**
- Annual Evaluation Reports: ESAA Basic Projects Reading Components, (and) Final Evaluation Report: 1978-79 Detroit Objective Referenced Testing Program (DORT). ED 208 047
- Final Evaluation Report on Detroit's Bilingual Individualized Instructional Management System Project, 1978-1979. ED 208 121
- Final Evaluation Report on Detroit's Title IV-C Bilingual Project, 1978-1979. ED 208 122
- Product Evaluation of the Counseling and Career Guidance Component of the Detroit Desegregation Court Order. ED 208 112
- Product Evaluation of the Elementary and Middle School Reading and Communication Skills Component of the Detroit Desegregation Court Order. ED 208 113
- Product Evaluation of the High School Reading and Communication Skills Component of the Detroit Desegregation Court Order. ED 208 114
- Product Evaluation of the Inservice Training Component of the Detroit Desegregation Court Order. ED 208 111
- Product Evaluation of the Uniform Code of Student Conduct Component of the Detroit Desegregation Court Order. ED 208 115
- Summary of Achievement Test Scores-1980. School-by-School Test Results. ED 208 051
- Developing Nations**
- Analytical Case Study of the Korean Educational Development Institute. Final Report. ED 207 976
- Communication and Energy: Community Participation in Forestry Projects. ED 207 479
- Cost-Effective Training Strategy at Field Level Strengthens Influence of Extension Agents in Community. ED 207 519
- A Decade of International Library Co-operation Through IFLA: A Third World Perspective. ED 207 481
- Higher Education in Developing Countries: A Cost-Benefit Analysis. Staff Working Paper No. 440. ED 207 371
- The International Flow of Information: A Trans-Pacific Perspective. The Center for the Book Viewpoint Series, No. 7. ED 207 537
- Main Trends and Problems of Development of Librarianship in a Multinational State. ED 207 483
- Mobilizing Rural Community Resources for Support and Development of Local Learning Systems in Developing Countries. ED 207 756
- NFE Core Bibliographies. ED 207 612
- The Non-Formal Education Information Center and Network. A Report of Progress. Annual Report of the NFE Network Project: Operating a Clearinghouse on NFE Information (September 1979-August 1980) and Two Semi-Annual Reports of the NFE Network Projects: Providing Technical Assistance in Creating LDC National/Regional Information Centers (March 1980-August 1980; September 1980-February 1981). ED 207 613
- Partnership in Development: Canadian Universities and World Food. Background Study 45. ED 207 845
- The Potential for Program Evaluation in a "Developing" Country. ED 207 226

- Teachers College Libraries in Papua New Guinea. A Report for the Asia Foundation, the Library Services and the Teacher Education Divisions of the Department of Education. Government of Papua New Guinea. ED 207 600
- Developmental Contingency Tables**
- Assessing Developmental Hypotheses with Cross Classified Data: Log Linear Models. ED 208 030
- Developmental Disabilities**
- Relationship-Focused Intervention with High-Risk Infants: First Year Findings. ED 207 319
- Securing Occupational Achievement through Readiness Skills (SOARS). A Resource Curriculum with Assessment and Strategies for Prevocational Skill Training. ED 206 913
- Developmental Programs**
- Motor Skill Development in Young Children: Current Views on Assessment and Programming. ED 207 672
- Developmental Stages**
- Children's Understanding of Class Inclusion and Their Ability to Reason with Implication. ED 208 021
- A Consumer's Guide to Teacher Development. ED 207 970
- Development of Children's Racial Awareness and Intergroup Attitudes. ED 207 675
- Encouraging the Transition from Concrete to Formal Cognitive Functioning-An Experiment. ED 207 821
- The Importance of the Notion of Cohesion for Teachers of Reading. ED 206 997
- A Note on the Factor Structure of Some Piagetian Tasks. ED 207 823
- Patterns of Reasoning: Probabilistic Reasoning. ED 207 810
- Problems of Equity in Developmental Approaches. ED 207 971
- Developmental Studies Programs**
- The Developmental Mathematics Curriculum at Milwaukee Area Technical College: An Historical Perspective. ED 207 641
- A Plan for Improving Instruction and Services for Developmental Skills Students at Fresno City College. ED 207 656
- Developmental Theory**
- Investigation of Pre-School Children's Problem Solving Processes. Final Report. ED 207 698
- Dewey Decimal Classification**
- Classification in Australia. ED 207 484
- Diagnostic Tests**
- The Consistency of Title I Evaluation Results for Commonly Used Test Batteries. ED 208 035
- Impact Research Focusing on Mildly Mentally Handicapped Students in Secondary Vocational Consumer and Homemaking Programs in Minnesota. ED 206 899
- Vocational Assessment of Deaf Adults. Final Report, July 1, 1980-June 30, 1981. ED 206 905
- Diagrams**
- Learning from Diagrams: Theoretical and Instructional Considerations. ED 207 518//
- Dialect Studies**
- Une analyse phonologique d'une parler acadien de la Nouvelle-Ecosse, Canada. Region de la Baie Sainte-Marie (A Phonological Analysis of Acadian Speech in Nova Scotia, Canada. The Baie Sainte-Marie Region). ED 207 361

Disabilities

237

- Dickens (Charles)**
- 19th Century Roots of Modern Interpretation Theory: Dickens as a Platform Performer. ED 207 099
- Dictionaries**
- Scripts and the Composing Process. ED 207 329
- Dietetics**
- Follow-Up Study of Dietetic Technician Graduates, 1975-1979. Volume 10, Number 14. ED 207 659
- 1980 Nutrition Report. IIEP. Illinois Inventory of Educational Progress. ED 207 933
- Difficulty Level**
- Comparison of Difficulties and Reliabilities of Math-Completion and Multiple-Choice Item Formats. ED 208 028
- The Effects of Material and Task Variations on a Brief Cognitive Learning Strategies Training Program. ED 208 016
- Low-Income, Black Preschoolers' Ability to Complete Temporally-Ordered Sequences. ED 207 704
- Diffusion**
- Dissemination Capacity Building Project. Final Report. ED 207 559
- Field Agency in Teacher Centers. (The concept of the agricultural extension agent applied to teacher centering in the United States). ED 207 958
- Illinois Capacity Building Project. Final Report. ED 207 561
- Direct Instruction Follow Through Program**
- Theory Into Practice: Implementing Educational Programs. ED 207 204
- Directing (Theater)**
- The Playwrights-Directors Workshop. ED 207 117
- Directions**
- Following Written Directions: A Survival Skill. ED 207 026
- Directors (Theater)**
- Eliminating Sexism from Children's Theatre Productions. ED 207 116
- Disabilities**
- Academic Achievement in a Handicapped and a Non-Handicapped Incarcerated Juvenile Delinquent Population. ED 207 272
- Advancing Your Citizenship: An Annotated Bibliography on Consumerism/Advocacy for Persons with Disabilities. Advancing Your Citizenship Series Number 2. ED 207 315
- Art for the Handicapped, 1978-1979. ED 207 275
- Can Business Education Mainstream the Handicapped Into the Skills Areas? ED 207 318
- Certification, Employment and Attrition of Special Education Professional Personnel in Michigan. ED 207 294
- Comparisons of Parent and Teacher Attitudes toward Mainstreaming. Draft. ED 207 281
- A Cost-Based Approach to the Funding of Educational Programs: An Application to Special Education. ED 207 298
- Days of Reckoning-Days of Opportunity: The 1981 Statesmen's Roundtable. ED 207 317
- Desk and Chair Activities for Fun and Fitness. ED 207 303
- Development of Procedures for Assessing the Impact of Vocational Education Research and Development on Vocational Education (Project IMPACT). Volume 3-A Case Study of the Illinois Network of Exemplary Occupational Education Programs for Handicapped and Disadvantaged Students.

- ED 206 812
Early Intervention: A Plan for Evaluating Program Impact.
- ED 207 277
Early Intervention for Children with Special Needs and Their Families: Findings and Recommendations.
- ED 207 278
The Ecology of Implementation: A Qualitative Approach to Educational Evaluation.
- ED 207 322
Eight Years of Special Education Research in a Large Urban School District.
- ED 207 273
Everything You Wanted to Know About Handicapped Students (And Were Not Afraid to Ask).
- ED 207 382
Fair Recruitment: The Model and Strategies.
- ED 206 928
Final Project Report of Optimizing Vocational Development in the Handicapped, September 1980-June 1981.
- ED 206 893
A Handbook for Hearing Officers. Revised.
- ED 207 293
Handicapped Children's Early Education Program. 1980-81 Overview and Directory.
- ED 207 279
Hearing Officer Handbook.
- ED 207 282
HOSA Competitive Event Guidelines. Health Occupations Students of America. Students with Special Needs.
- ED 206 894
Implications of Section 504 of the Rehabilitation Act as Related to Physical Education Instructional, Personnel Preparation, Intramural, and Interscholastic/Intercollegiate Sport Programs.
- ED 207 312
Individualized Education Programs.
- ED 207 299
Individualized Leisure Programs for Disabled Individuals.
- ED 207 313
Innovative Perceptual Motor Activities: Programming Techniques That Work.
- ED 207 301
Innovative Perceptual-Motor Activities: Programming Techniques That Work-Part II.
- ED 207 307
In Tune with P.L. 94-142: A Guide for Training Teachers Responsible for Music Education of Handicapped Learners.
- ED 207 276
Mainstreaming Children with Special Needs: Using Puppetry, Dramatic Play and Literature to Help Young Children Understand Handicaps.
- ED 207 320
The Modification of Students' Attitudes Toward Disabled Persons.
- ED 207 287
Motor Development Relays.
- ED 207 311
Movement Discovery Linking the Impossible to the Possible.
- ED 207 310
Movement Education for Able-Bodied and Disabled Students in Regular or Special Settings.
- ED 207 297
Movement Exploration as a Technique for Teaching Pre-Swimming Skills to Students with Developmental Delays.
- ED 207 314
Needs Assessment Samples. Technical Assistance and Dissemination System: Illinois Special Needs Populations.
- ED 206 838
Organizational Strategies Individualizing Instruction for Physical Education.
- ED 207 296
Principles and Practices for Championship Performances in Wheelchair Field Events.
- ED 207 309
Ramifications of the Minimum Competency Movement for Special Education.
- ED 207 234
Research on Special Education in New Zealand.
- ED 207 295
Resource Directory. Expanded Edition.
- ED 207 316

Resources for Schools: 17. A Handbook for Planning and Organizing Advisory Councils for Special Education. Publication #12060-575-448-80-CR.

ED 207 274
School Finance Reform and Special Education.

ED 207 165
Secondary Special Education Accountability-Key for the 1980's.

ED 207 288
Secondary Special Education Programs: A Procedures Manual.

ED 206 800
A Summary of Descriptive Information. The State Director of Special Education.

ED 207 289
Summary of Existing Legislation Relating to the Handicapped.

ED 207 270
Utilization of Evaluation Results in Joint Policy Making.

ED 208 007
Vocational/Special Needs Support Services Pilot Project. Final Report, January 5, 1981-June 30, 1981.

ED 206 904

Disadvantaged

A Cost-Based Approach to the Funding of Educational Programs: An Application to Special Education.

ED 207 298
Needs Assessment Samples. Technical Assistance and Dissemination System: Illinois Special Needs Populations.

ED 206 838
Report of President Jimmy Carter to the Congress of the United States Concerning the White House Conference on Library and Information Services.

ED 207 544

Disadvantaged Youth

Education of Disadvantaged Groups and Multiple Class Teaching: Studies and Innovative Approaches. Report of a Study Group Meeting (Jakarta, November 17-26, 1980).

ED 207 732
The Implementation of the Targeted Jobs Tax Credit. Report No. 3.

ED 206 849
Improving the Implementation of YEDPA Programs. Implementation Issues. Youth Knowledge Development Report 8.6.

ED 206 871
Jobs and Community Improvements-A Handbook for Enhanced Work Projects. Implementation Issues. Youth Knowledge Development Report 8.1.

ED 206 870
Local Mixed Income Testing. Service and Participant Mix. Youth Knowledge Development Report 4.1.

ED 206 867

Discipline

A Study of School Discipline in Tennessee.

ED 207 151
Views of Students and Parents Regarding Important Discipline Problems, Influences, and Corrective Actions: A Follow-up Study.

ED 207 150

Discipline Policy

The Attorney General's Proposed Voluntary Student Code of Conduct.

ED 207 128
Citizen Guide to Quality Education.

ED 207 201
Corporal Punishment in the Schools.

ED 207 200
Handbook for Developing a Code of Conduct for Students.

ED 207 130
The Implementation of a New Approach to Discipline in a Junior High School: A Case Study of Interventions During the Process of Change.

ED 207 174
Product Evaluation of the Uniform Code of Student Conduct Component of the Detroit Desegregation Court Order.

ED 208 115
Some Alternatives to School Discipline: Parental Liability and Restitution. A Legal Memorandum.

ED 207 155

Subject Index

A State's Response to Discipline: A Case Study. Draft.

ED 207 230
Student Discipline and Other Related Concerns of the Public Schools of New Mexico.

ED 207 196
Student Rights and Responsibilities. Derechos y Responsabilidades de Estudiantes.

ED 207 740

Discipline Problems

Some Alternatives to School Discipline: Parental Liability and Restitution. A Legal Memorandum.

ED 207 155
A State's Response to Discipline: A Case Study. Draft.

ED 207 230
Student Discipline and Other Related Concerns of the Public Schools of New Mexico.

ED 207 196

Disclosure

The Implications of Multiple Dimensions of Self-Disclosure for the Nature and Functions of Reciprocity in Initial Interactions.

ED 207 095
Rating Openness: A Training Manual.

ED 206 943

Discourse Analysis

Cop Talk and Media Use.

ED 207 110
Discourse Factors in the Evaluation of Language Ability.

ED 207 340
Participant Perspectives of Classroom Discourse. Final Report. Part IV: How Do We Know? (Alternative Descriptions of Classroom Discourse).

ED 207 364
Practical Applications of Analyses and Descriptions of Texts.

ED 207 014
The Quality of the 1980 Presidential Forums: A "Revisionist" Position on Presidential Debates.

ED 207 096
Strategies Used by Native Speakers in Native-Non-Native Conversations.

ED 207 323
Text Readability: Proceedings of the March 1980 Conference. Technical Report No. 213.

ED 207 021

Discrimination Learning

Optimization of Computerized Drills: An Instructional Approach.

ED 207 555

Displaced Homemakers

A College Curriculum for Displaced Homemakers: Women's Crisis Counseling.

ED 206 993
Displaced Homemakers: Vo-Tech Workshop Guide.

ED 206 872

Distance Education

Satellite Applications for Public Service: Project Summaries.

ED 207 597

Distance Teaching

Plan for the American Open University.

ED 207 455

Distributive Education

Systematic Model for Validating Equipment Uses in Selected Marketing and Distribution Education Programs. Final Report, February 1, 1980-June 30, 1981.

ED 206 822

District of Columbia Public Schools

An Application of the PMI Model at the Project Level Evaluation of ESEA Title IV-C Projects.

ED 207 237
An Application of the PMI Model at the System Level: Evaluation of a Division in Central Administration.

ED 207 243
Application of the PMI Model at the System Level: Evaluation of a Systemwide Program Implementation.

ED 207 238

Subject Index

Diversified Occupations

- An Assessment of Mainstream and Special Vocational Educator Involvement in the IEP Process and Related Inservice Needs. ED 206 834

Division of Labor (Automation)

- Human Factors and Robotics: Current Status and Future Prospects. ED 206 911

Doctoral Degrees

- Degrees and Other Formal Awards Conferred by Kentucky Colleges and Universities, 1980. ED 207 424
 Doctorate Recipients from United States Universities. Summary Report 1980. ED 207 386
 The Foreign Student in American Graduate Schools. ED 207 411

Doctoral Programs

- The Criminal Justice Doctorate: A Study of Doctoral Programs in the United States. ED 207 391

Document Security

- Manual of Documentation Practices Applicable to Defence-Aerospace Scientific and Technical Information. Volume IV: Sections 10-Security Storage and Control; 11-Organization and Management; 12-Networks and External Sources of Information. ED 207 611

Documentaries

- Recordings for Children. A Selected List of Records and Cassettes. Fourth Edition. ED 207 530

Documentation

- Project Plan: The MEDARP Documentation Unit to the School Improvement and Local School Development Projects. ED 208 064

Domestic Volunteer Service Act

- Oversight of the Domestic Volunteer Service Act, 1981. Hearing before the Subcommittee on Aging, Family and Human Services of the Committee on Labor and Human Resources, United States Senate, Ninety-Seventh Congress, First Session (April 9, 1981). ED 206 874

Dormitories

- P.O.P./E.Y.E. (Point Ownership Program/Earn Your Environment: A Program for the Effective and Humanistic Management of Residence Facility Damage). ED 207 655

Dramatics

- The Playwrights-Directors Workshop. ED 207 117

Drills (Practice)

- Mathematics Instructional Materials-Elementary Grade Level. ED 207 813
 Optimization of Computerized Drills: An Instructional Approach. ED 207 555

Drinking

- Drug and Alcohol Abuse: Implications for Treatment. Treatment Research Monograph Series. ED 206 959

Dropout Characteristics

- Disadvantaged Learners: The Nature of the Problem and Some Potential Solutions. ED 207 773
 Follow-Up of Students Who Stopped Out, 1974-1978. Volume 11, Number 14. ED 207 667
 New Mexico Dropout Study, 1976-1977. ED 207 737
 New Mexico Dropout Study, 1977-78 and 1978-79. ED 207 775
 New Mexico Dropout Study, 1979-80. ED 207 776
 Oregon Early School Leavers Study. ED 207 154

Dropout Prevention

- Disadvantaged Learners: The Nature of the Problem and Some Potential Solutions. ED 207 773

Dropout Programs

- Enhanced Work Projects-The Supported Work Approach for Youth. Youth Work Experience. Youth Knowledge Development Report 7.3. ED 206 869

Dropout Rate

- New Mexico Dropout Study, 1976-1977. ED 207 737
 New Mexico Dropout Study, 1977-78 and 1978-79. ED 207 775
 New Mexico Dropout Study, 1979-80. ED 207 776

Dropout Research

- Oregon Early School Leavers Study. ED 207 154

Dropouts

- Career Development for Dropout LD and ED Adolescent Boys: Two Evaluation Reports on Activities between April 1, 1980-September 30, 1980 and October 1, 1980-March 31, 1981. ED 207 284
 MisSIS-First Year Graduate Analysis Report, S08-3-B and Non-Returning Student Analysis Report, S08-1-B. ED 207 646
 Oregon Early School Leavers Study. ED 207 154
 Student Survey: Exit Spring '80. ED 207 648
 Study of Students Who Withdrew from Courses during the Fall of 1980. Volume 10, Number 12. ED 207 657
 Study of the Career Intern Program. Final Report-Task A: Implementation. ED 206 841
 Study of the Career Intern Program. Final Report-Task B: Assessment of Intern Outcomes. ED 206 842
 Study of the Career Intern Program. Final Technical Report-Task C: Program Dynamics: Structure, Function, and Interrelationships. ED 206 843
 Study of the Career Intern Program. Summary Report. ED 206 840
 Study of the Career Intern Program. Task D Final Report, Volume 1. A Comparison of Implementation Issues in YEDPA Programs. ED 207 994
 Study of the Career Intern Program. Task D: Final Report, Volume 2. Comparisons of the CIP with Other Similar Youth Programs. ED 206 844
 Study of the Career Intern Program. Task D: Final Report, Volume 3. A Cost Analysis of the CIP. ED 206 845
 Survey of Non-Completers and No-Shows of Vocational Programs in Colorado. Executive Summary (and) Technical Report. ED 208 046
 Survey of Students Who Stopped Attending a Course, Fall 1979. Volume 11, Number 5. ED 207 662

Drug Abuse

- Community-Based Prevention Specialist. Participant Manual. ED 206 955
 Community-Based Prevention Specialist. Trainer Manual. ED 206 954
 Developing an Occupational Drug Abuse Program: Considerations and Approaches. Services Research Monograph Series. ED 206 965
 Drug and Alcohol Abuse: Implications for Treatment. Treatment Research Monograph Series. ED 206 959
 Drug and Alcohol Abuse in Booming and Depressed Communities. Services Research Report. ED 206 989
 Ethnography: A Research Tool for Policymakers in the Drug and Alcohol Fields. Symposium Papers. ED 206 983

Early Childhood Education

239

- An Evaluation of Computerized Instruction for Institutionalized Adult Students, Addicts and Alcoholics. ED 206 823

- Prevention Program Management. Participant Manual. ED 206 957

- Prevention Program Management. Trainer Manual. ED 206 956

- The Problem-Drinking Drug Addict. Services Research Report. ED 206 987

- Psychosocial Characteristics of Drug-Abusing Women. Services Research Monograph Series. ED 206 990

Drug Addiction

- Addicted Women: Family Dynamics, Self Perceptions, and Support Systems. Services Research Monograph Series. ED 206 984
 Heroin-Addicted Parents and Their Children. Two Reports. Services Research Report. ED 206 988

Drug Education

- The Evolution of a Community Drug Abuse Program: Families Have a Critical Role. ED 206 942
 Training of Trainers: Participant Manual. ED 206 953
 Training of Trainers: Trainer Manual. ED 206 952

Drug Rehabilitation

- Drug and Alcohol Abuse: Implications for Treatment. Treatment Research Monograph Series. ED 206 959
 The Problem-Drinking Drug Addict. Services Research Report. ED 206 987
 Psychosocial Characteristics of Drug-Abusing Women. Services Research Monograph Series. ED 206 990

Drug Use

- Drug and Alcohol Abuse: Implications for Treatment. Treatment Research Monograph Series. ED 206 959
 Highlights from Student Drug Use in America 1975-1980. ED 206 958

Dual Career Family

- The Dual-Profession Family and Children's Sex-Role Preferences. ED 207 722

Due Process

- A Handbook for Hearing Officers. Revised. ED 207 293
 Hearing Officer Handbook. ED 207 282
 Legal Aspects of Teacher Evaluation. ED 207 126//
 The Native Courtworker and Counselling Association of British Columbia. Annual Report, 1980-81. ED 207 742
 Student Rights and Responsibilities. Derechos y Responsabilidades de Estudiantes. ED 207 740

Eagleview Hospital and Training Center

- PA
 An Evaluation of Computerized Instruction for Institutionalized Adult Students, Addicts and Alcoholics. ED 206 823

Early Childhood Education

- Children and Society: Issues for Pre-School Reformers. ED 207 679
 Curriculum for Early Childhood Education: A Report of a Workshop Held at the Kenya Institute of Education (July 16 to August 3, 1979). Volume 1. ED 207 684
 Curriculum for Early Childhood Education: A Report of a Workshop Held at the Kenya Institute of Education (July 16 to August 3, 1979). Volume 2. ED 207 685

- Kids and Politics Do Mix: The Role of the Early Childhood Professional in Influencing Public Policy. ED 207 690
- Resources for CDA Training: An Annotated Bibliography. ED 207 696
- Use of Cameras in an Early Childhood Classroom to Enhance Academic and Self-Concept Growth. ED 207 521
- East Germany**
- On the Democratization of Education in the GDR. ED 207 895
- Eastern Virginia Area Health Education Center**
- Health Manpower Assessment Within the Framework of Area Health Education Center Evaluation. ED 206 824
- Eating Habits**
- Assessment of Adherence to Eating Habit and Exercise Components in a Behavioral Weight Control Program. ED 206 946
- Ethnic Differences in the Nutritiousness of Diets of Hawai'i's Children. ED 208 083
- Ecological Factors**
- Serving Troubled Children: Program and Policy Planning for the Future. ED 206 992
- Ecology**
- Directory of Environmental Education Resources: A Guide to National and International Organizations That Provide Information on the Environment. ED 207 812
- Prevention of Child Abuse: Theory, Myth, Practice. ED 207 669
- Economic Change**
- Drug and Alcohol Abuse in Booming and Depressed Communities. Services Research Report. ED 206 989
- "Rural America: The Present Realities and Future Prospects." ED 206 918
- Economic Climate**
- The Decade Ahead: A Forecast of the Tacoma School District in the 1980s. A Report to the Tacoma School Board. ED 208 106
- Economic Development**
- Educacion: Documento de Politica Sectorial. Tercera Edicion. (Education: Sector Policy Paper. Third Edition.) ED 207 249
- Education: Politique Sectorielle. Troisieme Edition. (Education: Sector Policy Paper. Third Edition.) ED 207 248
- (Education: Sector Policy Paper. Third Edition) [In Arabic; Japanese]. ED 207 247
- Exemplary Rural Education and Economic Development Initiatives. State-of-the-Art Report. ED 206 926
- The Impact of Socioeconomic Development and Ecological Change on Health and Nutrition in Latin America. Cornell International Nutrition Monograph Series, Number 9 (1981). ED 207 712
- Nature, Types and Scale of Rural Development. ED 206 919
- Prospects for Adult Education and Development in Asia and the Pacific. Report of a Regional Seminar (Bangkok, November 24-December 4, 1980). ED 206 801
- Toward a More Rational Education-Economic Development Connection in Rural America: The Collaborative Model. ED 206 925
- Toward an American Rural Renaissance: Realizing Rural Human Resource Development during the Decade of the Eighties. Final Technical Report. ED 206 917
- Toward an American Rural Renaissance. The Role of Investment Capital in Rural Development. ED 206 920
- Economic Factors**
- Nutrition in Policy Planning for the Rural Sector. Cornell International Nutrition Monograph Series, Number 8 (1981). ED 207 711
- Toward an American Rural Renaissance. The Role of Investment Capital in Rural Development. ED 206 920
- Economic Research**
- Fuller Employment with Less Inflation. ED 206 850
- Economic Status**
- Developments in Aging: 1980. Part 1 and Part 2: Appendixes. Resolution Authorizing a Study of the Problems of the Aged and Aging. Conducted Pursuant to S. Res. 353. A Report of the Special Committee on Aging. United States Senate, Ninety-Seventh Congress, First Session. ED 206 996
- Economically Disadvantaged**
- The Contest for Educational Resources. A Dynamic Theory of Equity. Final Report. ED 207 947
- Day Care in Caracas: A Day Care Homes Program Evaluation Report. Volume I: Executive Summary. ED 206 842
- Study of the Career Intern Program. Final Report-Task B: Assessment of Intern Outcomes. ED 206 843
- Study of the Career Intern Program. Final Technical Report-Task C: Program Dynamics: Structure, Function, and Interrelationships. ED 206 840
- Study of the Career Intern Program. Task D: Final Report, Volume 2. Comparisons of the CIP with Other Similar Youth Programs. ED 206 844
- Study of the Career Intern Program. Task D: Final Report, Volume 3. A Cost Analysis of the CIP. ED 206 845
- Economics**
- Counting on Energy. Project E3 (Energy, Economics, and the Environment). ED 207 824
- The Economics of Aging: A Guide for Independent Study. ED 207 913
- Level of Economic Knowledge of Certain Groups of Teachers. ED 207 920
- Economics Education**
- Guide to the Integration of Selected Concepts of Economics into the History Curriculum of Fort Worth Country Day School. ED 207 879
- National Survey of Economic Education, 1981. Grades Six Through Twelve. ED 207 896
- Editing**
- Submission, Rejection, Frustration: Perhaps There Isn't A Better Way. ED 207 473
- Education**
- Cream of the Kappan, 1956-1981. ED 207 930
- Education and Local Development Project**
- Linking Education and Local Development: An International Perspective. ED 206 923
- Education Courses**
- Effects of Human Relations Training on Intellectual and Moral Development. ED 207 963
- Education for All Handicapped Children Act**
- Individualized Education Programs. ED 207 299
- In Tune with P.L. 94-142: A Guide for Training Teachers Responsible for Music Education of Handicapped Learners. ED 207 276
- Education North Project**
- Education North Evaluation Project. The First Annual Report. ED 207 774
- Education Service Centers**
- Education Service Agencies: Status and Trends. ESA Study Series/Report No. I. ED 207 205
- The Establishment and Abolishment of a State-wide System of Education Service Agencies: The Kentucky Experience. ESA Study Series/Report No. III. ED 207 206
- Factors Influencing Local Education Agency Participation in the Programs and Services of Education Service Agencies in the State of Texas. ESA Study Series/Report No. VI. ED 207 207
- Major Policy Issues Surrounding the Education Service Agency Movement and a Proposed Research and Development Agenda. ESA Study Series/Report No. VII. ED 207 208
- Planning for State Systems of Education Service Agencies: Some Conceptual and Methodological Considerations. ESA Study Series/Report No. VIII. ED 207 209
- The Role of Education Service Agencies in Metropolitan Areas. ESA Study Series/Report No. IX. ED 207 210
- Education Work Relationship**
- Collaborative Programs in Urban Schools: Case Studies. ED 208 095
- The Condition of Education: 1981 Edition. Statistical Report. ED 207 186
- Developing an Introductory Speech Course Based on Student and Community Needs. ED 207 101
- Educacion: Documento de Politica Sectorial. Tercera Edicion. (Education: Sector Policy Paper. Third Edition.) ED 207 249
- Education: Politique Sectorielle. Troisieme Edition. (Education: Sector Policy Paper. Third Edition.) ED 207 248
- (Education: Sector Policy Paper. Third Edition) [In Arabic; Japanese]. ED 207 247
- Follow-Up of Students Who Majored and Are Majoring in Legal Technology. Volume 10, Number 15. ED 207 660
- Follow-Up Study of Dietetic Technician Graduates, 1975-1979. Volume 10, Number 14. ED 207 659
- Follow-Up Study of Students Majoring in Banking, Finance and Credit, 1976-1981. Volume 11, Number 12. ED 207 665
- Industry-Education-Labor Collaboration: An Active Guide for Collaborative Councils. ED 206 907
- Industry-Education-Labor Collaboration: The Literature of Collaborative Councils. ED 206 906
- The Influence of Selected Societal, University, and School Conditions on the Preparation and Practice of Teachers. ED 207 962
- Job Market Reality for Postsecondary Graduates. Employment Outcome by 1978. Two Years after Graduation. ED 207 467
- Preparing Young People for the Work-Force: The Place of Literacy and Numeracy. Discussion Paper No. 8. ED 206 908
- Toward a More Rational Education-Economic Development Connection in Rural America: The Collaborative Model. ED 206 925

Subject Index

Educational Administration

Head Start: An Effective Program But the Fund Distribution Formula Needs Revision and Management Controls Need Improvement. Report to the Congress of the United States by the Comptroller General.

ED 207 724

International Developments in Educational Administration.

ED 207 244//

International Perspective, Educational Administration. A Directory.

ED 207 124//

What's So Canadian About Canadian Educational Administration? Essays on the Canadian Tradition in School Management. Informal Series/27.

ED 207 199//

Educational Assessment

Analytical Case Study of the Korean Educational Development Institute. Final Report.

ED 207 976

Annual Evaluation Report. Volume II, Fiscal Year 1980.

ED 207 265

Development of Procedures for Assessing the Impact of Vocational Education Research and Development on Vocational Education (Project IMPACT). Volume 1-Context and Principles of Assessing Impact.

ED 206 810

Development of Procedures for Assessing the Impact of Vocational Education Research and Development on Vocational Education (Project IMPACT). Volume 4-A Case Study of Illinois Projects in Horticulture.

ED 206 813

Development of Procedures for Assessing the Impact of Vocational Education Research and Development on Vocational Education (Project IMPACT). Volume 5-A Case Study of Illinois Career Education Projects at the Awareness Level.

ED 206 814

Development of Procedures for Assessing the Impact of Vocational Education Research and Development on Vocational Education (Project IMPACT). Volume 7-Case Studies of Two Illinois School Districts with Innovative Vocational Education Programs.

ED 206 816

Development of Procedures for Assessing the Impact of Vocational Education Research and Development on Vocational Education (Project IMPACT). Volume 9-Executive Summary.

ED 206 818

National Survey of Economic Education, 1981. Grades Six Through Twelve.

ED 207 896

Performance in Literacy and Numeracy: 1980.

ED 208 056

Report of the National Inquiry into Teacher Education.

ED 207 969

A School Principal's Guide to Incentives to Promote Educational Equity for Girls and Boys. Final Report.

ED 207 222

The Shrinking Maze. Report of the University of Calgary Program Review Committee.

ED 207 384

Year 11 Primary Sample for the National Assessment of Educational Progress. Final Report.

ED 208 008

Educational Attainment

The Context for Educational Resources. A Dynamic Theory of Equity. Final Report.

ED 207 947

The Education of Nonmetro Hispanics. Rural Development Research Report Number 31.

ED 207 735

El Estado de la Educacion para los Hispanos en los Estados Unidos (The Condition of Education for Hispanics in the United States).

ED 207 767

Measurement Error Models of Educational Attainment for Whites and Mexican-Americans.

ED 207 905

Educational Attitudes

Race and Educational Ambitions: The Case of Japanese Americans.

ED 207 890

Educational Background

Evaluation of the Vocational Preparation and Success of Handicapped Individuals Who Reside in Rural Areas of Florida. Florida Rural Research Project. Final Report.

ED 206 805

Educational Benefits

Higher Education in Developing Countries: A Cost-Benefit Analysis. Staff Working Paper No. 440.

ED 207 371

Educational Certificates

Certification Standards for Professional School Personnel. Revised July 1, 1981.

ED 207 977

State Approved Teacher Education Programs in New Jersey Colleges and Universities.

ED 207 986

Educational Change

Case Studies of Social Services in the Schools of Selected Cities. Final Report. Revised.

ED 208 082

Development of Procedures for Assessing the Impact of Vocational Education Research and Development on Vocational Education (Project IMPACT). Volume 2-A Case Study of the Illinois Occupational Curriculum Project.

ED 206 811

Educating for a New Millennium: Views of 132 International Scholars.

ED 207 910

Higher Education in American Society.

ED 207 405//

Humanism and the Christian Tradition: The Experience of Four Upper Midwest Church Colleges.

ED 207 374

Linking R&D with Schools. Perspectives on School Improvement: A Casebook for Curriculum Change.

ED 207 261

Mathematics Teaching Today: Perspectives from Three National Surveys.

ED 207 842//

Reflections on the Education of Native American Children, Focusing on Navajo Children.

ED 207 751

Strategies for Knowledge Use and School Improvement: A Summary. Linking R&D with Schools.

ED 207 258

Educational Cooperation

Awarding Educational Credit for CETA Training: A Plan of Action.

ED 206 897

CETA/EDUC Linkages Workshops. Proceedings (Blacksburg, Virginia, June 12-13, 1980; Norfolk, Virginia, June 16-17, 1980; Fredericksburg, Virginia, June 23-24, 1980).

ED 206 898

Coordination of CETA and Vocational Education. Technical Assistance Guide.

ED 206 846

Encouraging Linkages Between CETA Youth Programs and Vocational Education in the State of Connecticut. Final Report.

ED 206 937

Industry-Education-Labor Collaboration: An Active Guide for Collaborative Councils.

ED 206 907

Industry-Education-Labor Collaboration: The Literature of Collaborative Councils.

ED 206 906

Educational Counseling

Public Image of the University: Perceptions of High School Counselors. Institutional Research Report No. 81-19.

ED 207 389

Educational Demand

The Student-Selection Process: A Model of Student Courses in Higher Education.

ED 207 402

Educational Development

An Analysis of Inquiries Regarding Women in Development as Directed to the Non-Formal Education Information Center by Development Planners, Practitioners, and Researchers.

ED 207 601

Educational Facilities Planning

241

Educacion: Documento de Politica Sectorial. Tercera Edicion. (Education: Sector Policy Paper. Third Edition.)

ED 207 249

Education: Politique Sectorielle. Troisieme Edition. (Education: Sector Policy Paper. Third Edition.)

ED 207 248

(Education: Sector Policy Paper. Third Edition) [In Arabic; Japanese].

ED 207 247

Major Policy Issues Surrounding the Education Service Agency Movement and a Proposed Research and Development Agenda. ESA Study Series/Report No. VII.

ED 207 208

Making Local School Development Work.

ED 208 098

Mobilizing Rural Community Resources for Support and Development of Local Learning Systems in Developing Countries.

ED 207 756

NFE Core Bibliographies.

ED 207 612

Educational Diagnosis

Vocational Assessment of Deaf Adults. Final Report, July 1, 1980-June 30, 1981.

ED 206 905

Educational Discrimination

The Itinerary of the Concept "Equal Educational Opportunity".

ED 208 097

Educational Environment

A Description and Evaluation of the 1979 Summer Training Workshop. Roosevelt University and the Chicago Board of Education Teacher Corps Project-Program '78.

ED 207 957

Grade 10 Student Attitudes Toward Desegregation, 1979 Survey.

ED 208 120

Grade 7 Student Attitudes Toward Desegregation, 1979 Survey.

ED 208 119

The QUEST Concept: A Handbook on Planning and Implementation.

ED 207 945

Report of Summer, 1980 Workshop. Roosevelt University/Chicago Board of Education Teacher Corps Project.

ED 207 955

What's So Canadian About Canadian Educational Administration? Essays on the Canadian Tradition in School Management. Informal Series/27.

ED 207 199//

Educational Equipment

Use of Computers for Instructional Purposes in Ontario Schools.

ED 207 152

Educational Facilities

The Changing Patterns of School Enrolment and Their Implications for Educational Policy and Management.

ED 207 195

Energy and Education.

ED 207 133

Systematic Model for Validating Equipment Uses in Selected Marketing and Distribution Education Programs. Final Report, February 1, 1980-June 30, 1981.

ED 206 822

Educational Facilities Design

School Facilities Development Procedures Manual.

ED 207 182

Value Engineering. Technical Manual. School Facilities Development Procedures Manual.

ED 207 183

Educational Facilities Planning

School Facilities Development Procedures Manual.

ED 207 182

Value Engineering. Technical Manual. School Facilities Development Procedures Manual.

ED 207 183

Educational Finance

The Condition of Education: 1981 Edition. Statistical Report.

ED 207 186

A Cost-Based Approach to the Funding of Educational Programs: An Application to Special Education.

ED 207 298

The Costs of Higher Education: How Much Do Colleges and Universities Spend per Student and How Much Should They Spend?

ED 207 368

Financial Statistics of Institutions of Higher Education: Fiscal Year 1979. State Data.

ED 207 378

Financing Community Colleges, 1981.

ED 207 631

Higher Education in Developing Countries: A Cost-Benefit Analysis. Staff Working Paper No. 440.

ED 207 371

Mobilizing Rural Community Resources for Support and Development of Local Learning Systems in Developing Countries.

ED 207 756

Ontario Universities Statistical Compendium, 1970-71 to 1979-80. Part A, Macro-Indicators.

ED 207 439

Reauthorization: Vocational Education Act. Position Statement of National Association of State Directors of Vocational Education.

ED 206 809

Report on the Annual Meeting of the American Association of University Professors (67th, George Washington University, Washington, D.C., June 12-13, 1981).

ED 207 458

School Finance Reform and Special Education.

ED 207 165

Treatment of Rural Areas: Planning Guidance for Administrative, Legislative, and Regulatory Action for FY 1982-83.

ED 207 769

Educational Games

Mathematics Instructional Materials-Elementary Grade Level.

ED 207 813

Educational Gerontology

Designing and Validating Procedures for Insuring Quality Adult Education in Nursing Homes and Convalescent Centers. Toward a Theory of Practice for Insuring Quality Education in Nursing Homes: A Section 310 Final Report, May 15, 1980-June 12, 1981.

ED 206 806

Educational History

Academic Disciplines and Debates: An Essay on Criminal Justice and Criminology as Professions in Higher Education.

ED 207 397

Case Studies of Social Services in the Schools of Selected Cities. Final Report. Revised.

ED 208 082

Cream of the Kappan, 1956-1981.

ED 207 930

Educational Administration: A Forty-Year Perspective.

ED 207 225

Evaluating Contemporary Language-Teaching Methodologies through Historical Perspective.

ED 207 339

From a Normal Beginning: The Origins of Kean College of New Jersey.

ED 207 441//

Reflections on the Education of Native American Children, Focusing on Navajo Children.

ED 207 751

Why the Evolution/Creation Battle Rages: What Educators Can Do.

ED 207 904

Educational Improvement

Alternative Education Models-Preliminary Findings of the Job Corps Educational Improvement Effort. Education and Training Approaches. Youth Knowledge Development Report 5.2.

ED 206 868

Linking R&D with Schools. Perspectives on School Improvement: A Casebook for Curriculum Change.

ED 207 261

Proceedings: Strategies for Urban School Improvement.

ED 208 084

A Program and Its Implications for Dissemination and School Improvement Policy. Linking R&D with Schools.

ED 207 262

PROJECT DAIRE (Delaware Application of Information and Research in Education). Final Report. FY 76-80. Revised.

ED 207 604

Reports From the National Institute of Education on the Compensatory Education Study (6 Volumes).

ED 208 081//

Rural Education: A New Research Centre Looks at Some Perennial Problems.

ED 207 781

Selected Characteristics of Massachusetts School Districts' Basic Skills Improvement Plans.

ED 208 004

Strategies for Knowledge Use and School Improvement: A Summary. Linking R&D with Schools.

ED 207 258

Strategies for Knowledge Use and School Improvement. Linking R&D with Schools.

ED 207 257

The Technical Assistance Base of the National Diffusion Network. Final Project Report. October, 1977-July, 1980.

ED 207 219

Educational Innovation

Catalog of Innovations Development. Innovative Programs in Vocational Education, 1981. Final Report, July 1, 1980-June 30, 1981.

ED 206 821

Communicating Innovations Via Television: A Study of Learning Within a Social Context.

ED 207 103

Education of Disadvantaged Groups and Multiple Class Teaching: Studies and Innovative Approaches. Report of a Study Group Meeting (Jakarta, November 17-26, 1980).

ED 207 732

Implementation at the School Building Level: The Development and Analysis of Nine Mini-Case Studies.

ED 207 170

The Implementation of a New Approach to Discipline in a Junior High School: A Case Study of Interventions During the Process of Change.

ED 207 174

Internal Support Structures for the Development of Autonomous Schools. Research on Concerns-Based Adoption.

ED 207 175

An NIE Program and its Policy Context. Linking R&D with Schools.

ED 207 250

A Program and Its Implications for Dissemination and School Improvement Policy. Linking R&D with Schools.

ED 207 262

A Study of the Effects of Various Interventions in a Two-Year Implementation Effort. Procedures for Adopting Educational Innovations Program.

ED 207 944

Educational Legislation

Changing Certification and Endorsement Programs.

ED 207 193

Educational Marketing

Prince George's Community College Marketing Plan, 1981-1982.

ED 207 625

Educational Media

Administrative Decentralization in School Systems and Its Effect on the Organization of Media Services. Atlanta Public Schools: A Case Study.

ED 207 595

Community College Study of Media Utilization and Instructional Methodologies Used in Science Courses and Related Areas: A National Study.

ED 207 508//

Instructing the Academic Library User in the United States and Britain: A Review of the Literature and the State-of-the-Art in Oxford.

ED 207 599

Subject Index

The OEMA Fall Conference Planners Handbook. 1981 Edition.

ED 207 590

Practical Guide for the Selection of Audio Visual Media. General Criteria System and Evaluation Procedure for Educational Media Decisions.

ED 207 591

Resource Directory. Expanded Edition.

ED 207 316

A Resources Centre-Is a State of Mind.

ED 207 520

Some Observations on the Available Research for the Media Manager.

ED 207 514//

Student Learning of Concrete and Abstract Prose Under Systematically Varied Media Presentations.

ED 207 494//

Educational Needs

Alternative Modes for Providing Graduate Education for Librarianship in Ohio. Final Report.

ED 207 540

An Assessment of Mainstream and Special Vocational Educator Involvement in the IEP Process and Related Inservice Needs.

ED 206 834

The Changing Ethnic Population and Its Impact on School Districts in California.

ED 208 108

Computer Literacy.

ED 207 617

Consumer Education for the Young Child. Volume I: Theory and Applications.

ED 207 916

Continuing Professional Education: Moving into the 80's. Conference Proceedings (Calgary, Alberta, October 22-24, 1980).

ED 206 877

Educating for a New Millennium: Views of 132 International Scholars.

ED 207 910

An Examination of the Perceived Educational Needs of a Sample of the Population of the Service Area of Kirkwood Community College.

ED 207 642

The Importance of Native American Studies in the Social Studies Curriculum. Occasional Paper #8.

ED 207 878

The Relevance of Teacher Education.

ED 207 939

Research Study to Assess Individual and Vocational Program Needs for Adult Education. Final Report.

ED 206 930

Techniques for Meeting Nutrition Education Needs.

ED 207 720

Telecommunications: A Labor Market Analysis. New Jersey Manpower Series. Volume 1.

ED 207 423

The Triple Bias: Rural, Minority and Female.

ED 207 758

What People Will Need to Know in the 80s and Beyond to Be Intelligent Consumers and Effective Homemakers (Content for Consumer and Home-making Education).

ED 206 825

Educational Objectives

Accreditation and Its Significance for Programs of Higher Education in Criminology and Criminal Justice: A Review of the Literature.

ED 207 398

A Career Education Sampler: Teaching Ideas for Grades K-3.

ED 206 888

A Career Education Sampler: Teaching Ideas for Grades 4-6.

ED 206 889

A Career Education Sampler: Teaching Ideas for Grades 7-9.

ED 206 890

The Coalescence of Philosophy and Process in School Health Education.

ED 207 934

English and Language Arts Curriculum Guide, Grades 6-9. Bulletin 1589.

ED 207 067

English and Language Arts Curriculum Guide, Grades 9-12. Bulletin 1590.

ED 207 068

Subject Index

- Ensenanza Bilingue (Bilingual Education).**
ED 207 331
- Goal-Assessment for Administrative Decision-Making.**
ED 207 410
- K-14 Goal Matrix. Career-Vocational Development Profile. An Educational Planning Resource. Second Draft.**
ED 206 887
- Language Arts Curriculum Guide, K-6. Bulletin 1588.**
ED 207 066
- Problems of Equity in Developmental Approaches.**
ED 207 971
- A Rationale for Social Studies Education in Michigan.**
ED 207 919
- Reauthorization: Vocational Education Act. Position Statement of National Association of State Directors of Vocational Education.**
ED 206 809
- Report of the National Inquiry into Teacher Education.**
ED 207 969
- State Objectives: Reading, Writing, and Mathematics, Grades K-12. Basic Skills Assessment Program.**
ED 208 065
- Toward an American Rural Renaissance: Realizing Rural Human Resource Development during the Decade of the Eighties. Final Technical Report.**
ED 206 917
- Vocational Education: Purposes, Roles, Responsibilities. Position Statement of National Association of State Directors of Vocational Education.**
ED 206 808
- What Is Student Development? Horizons Issue Monograph Series.**
ED 207 619
- Educational Opportunities**
- Elementary School Staff Attitudes Toward Desegregation, 1979 Survey.**
ED 208 116
- High School Staff Attitudes Toward Desegregation, 1979 Survey.**
ED 208 118
- The Itinerary of the Concept "Equal Educational Opportunity".**
ED 208 097
- The Limits of Compensatory Education.**
ED 208 094
- Middle School Staff Attitudes Toward Desegregation, 1979 Survey.**
ED 208 117
- The Predominantly Black College: An Exploration of Its Role and Function.**
ED 207 409
- Study on Access of Women to Specialized and Scientific Education and Training and to the Corresponding Careers in the CSSR (Undertaken by the Ministries of Education of the Czech and Slovak Socialist Republics).**
ED 207 841
- Educational Participation Scale**
- Motivational Orientations of Senior Citizens Participating in the Elderhostel Program.**
ED 206 927
- Educational Philosophy**
- Cream of the Kappan, 1956-1981.**
ED 207 930
- K-14 Goal Matrix. Career-Vocational Development Profile. An Educational Planning Resource. Second Draft.**
ED 206 887
- Reauthorization: Vocational Education Act. Position Statement of National Association of State Directors of Vocational Education.**
ED 206 809
- Vocational Education: Purposes, Roles, Responsibilities. Position Statement of National Association of State Directors of Vocational Education.**
ED 206 808
- What's So Canadian About Canadian Educational Administration? Essays on the Canadian Tradition in School Management. Informal Series/27.**
ED 207 199//

Educational Planning

- Improving Decision Making.**
ED 207 650
- The Influence of Demographic Factors on TAFE. Occasional Paper Number 2.**
ED 207 927
- Planning Resource.**
ED 207 653
- Pre-School Education in the European Community. Commission of the European Communities Studies Collection, Education Series No. 12.**
ED 207 693
- Reservation School Districts. Report of the Annual Indian Town Hall (6th, White Mountain Apache Reservation, Arizona, December 6-7, 1978).**
ED 207 728
- Uses of Future Studies Techniques by Educational Administrators.**
ED 207 134

Educational Policy

- Education Policy Analysis and the Rent-a-Troika Business.**
ED 207 228
- The Federal Role in Education: New Directions for the Eighties.**
ED 207 191
- Guidelines for Industrial Education Programs in Elementary and Secondary Schools, Regional Occupational Centers, and Regional Occupational Programs. Revised.**
ED 206 826
- The Itinerary of the Concept "Equal Educational Opportunity".**
ED 208 097
- Major Policy Issues Surrounding the Education Service Agency Movement and a Proposed Research and Development Agenda. ESA Study Series/Report No. VII.**
ED 207 208
- An NIE Program and its Policy Context. Linking R&D with Schools.**
ED 207 250
- A Plan for Sex Equity in Postsecondary Vocational Programs, State of Hawaii.**
ED 206 881
- Prospects for Adult Education and Development in Asia and the Pacific. Report of a Regional Seminar (Bangkok, November 24-December 4, 1980).**
ED 206 801
- A Study of the R&D Utilization Program. RDU Study and its Policy Context: Perspectives of Educational Policy Makers. A Memorandum.**
ED 207 253

Educational Practices

- Alternative Schools: What's Really Happening in the Classrooms.**
ED 207 236
- Development of Productive Skills. Report of a Sub-Regional APEID Workshop on Non-Formal and Alternative Structures in Education with Emphasis on Development of Productive Skills (Philippines, May 28-June 16, 1979).**
ED 206 799
- Educational and Vocational Guidance in Denmark. Education in Denmark.**
ED 206 833
- The Educational System of New Zealand. Education Around the World.**
ED 207 925
- Education in Germany: A Bibliography of English Language Publications.**
ED 207 894
- Education, Society and Politics in Sweden. Monograph No. 2.**
ED 207 877
- Identification, Assessment, and Placement of Limited English Proficiency Students in Vocational Education. A Study of Current Practices in Illinois.**
ED 206 854
- On the Democratization of Education in the GDR.**
ED 207 895
- U.S.S.R.—Children and Schooling.**
ED 207 926

Educational Principles

- Essentials of a Quality Elementary School Physical Education Program. A Position Paper.**
ED 207 983

Educational Research

243

Educational Priorities Panel NY

- Building Coalitions for Educational Priorities.**
ED 208 070

Educational Psychology

- Psychology of Computer Programming for Novices. Series in Learning and Cognition. Report No. 81-2.**
ED 207 392

Educational Quality

- Beyond Productivity to Quality.**
ED 207 385
- Effective Principal, Effective School.**
ED 207 131
- Essentials of a Quality Elementary School Physical Education Program. A Position Paper.**
ED 207 983
- Head Start: An Effective Program But the Fund Distribution Formula Needs Revision and Management Controls Need Improvement. Report to the Congress of the United States by the Comptroller General.**
ED 207 724
- The Preparation of Schools to Meet the Physical Education Requirements of P.L. 94-142.**
ED 207 960
- Searching for Quality.**
ED 207 626
- The State of the District, 1981.**
ED 207 654
- Technology in Higher Education: Does It Really Improve Accessibility and Quality and Cost Less in the Long Run?**
ED 207 428
- What School Boards Can Do to Improve Teacher Competency.**
ED 207 140

Educational Research

- Children's Understanding of Written and Spoken Discourse. Final Report.**
ED 207 019
- Classification and IQ-Alternative Predictors of Math Performance.**
ED 207 835
- Computer-Based Instruction in Early Childhood Education at the University of Georgia: A Proposed Innovation.**
ED 207 702
- The Contribution of Psychology to Canadian Higher Education.**
ED 207 427
- Development of Procedures for Assessing the Impact of Vocational Education Research and Development on Vocational Education (Project IMPACT). Volume 3-A Case Study of the Illinois Network of Exemplary Occupational Education Programs for Handicapped and Disadvantaged Students.**
ED 206 812
- Development of Procedures for Assessing the Impact of Vocational Education Research and Development on Vocational Education (Project IMPACT). Volume 4-A Case Study of Illinois Projects in Horticulture.**
ED 206 813
- Development of Procedures for Assessing the Impact of Vocational Education Research and Development on Vocational Education (Project IMPACT). Volume 9-Executive Summary.**
ED 206 818
- Dissemination Capacity Building Project. Final Report.**
ED 207 559
- Evaluation Utilization: A Bibliography.**
ED 207 984
- Evaluative Research in Local Youth Programming-Using the Tools of Knowledge Development. Knowledge Development Framework. Youth Knowledge Development Report 1.5.**
ED 206 861
- Illinois Capacity Building Project. Final Report.**
ED 207 561
- Interaction Effects of Task Variables and Ability on Task Engagement.**
ED 207 038
- Knowledge Development under the Youth Initiatives-Proceedings of an Overview Conference (Waltham, Massachusetts, October 5-6, 1978). Knowledge Development Framework. Youth Knowledge Development Report 1.3.**
ED 206 860

- Major Policy Issues Surrounding the Education Service Agency Movement and a Proposed Research and Development Agenda. ESA Study Series/Report No. VII. ED 207 208
- Proceedings of Selected Research Paper Presentations at the 1981 Convention of the Association for Educational Communications and Technology and Sponsored by the Research and Theory Division (Philadelphia, Pennsylvania, April 1981). ED 207 487
- Proceedings of the Annual Southern Research Conference in Agricultural Education (30th, Lubbock, Texas, July 21-23, 1981). ED 206 873
- PROJECT DAIRE (Delaware Application of Information and Research in Education). Final Report. FY 76-80. Revised. ED 207 604
- A Reconstructed Theory of Educational Research. ED 207 875
- Research Bulletin of the National Institute for Educational Research. ED 207 888
- Resources in Vocational Education. Volume 13, Number 6. 1980. ED 206 857
- Rural Education: A New Research Centre Looks at Some Perennial Problems. ED 207 781
- Rural School Survey on English Teaching in Illinois, 1980. ED 207 044
- Values, Inquiry, and Education. CSE Monograph Series in Evaluation, 9. ED 207 886
- Educational Resources**
- All You Have To Do Is Ask. The ERIC Information System Can Lead You Through the Maze of Education Research As Fast As You Can Think of Questions, and You Can Learn To Use It in an Afternoon. ED 207 539
- Alternative Modes for Providing Graduate Education for Librarianship in Ohio. Final Report. ED 207 540
- An Analysis of Inquiries Regarding Women in Development as Directed to the Non-Formal Education Information Center by Development Planners, Practitioners, and Researchers. ED 207 601
- The Contest for Educational Resources. A Dynamic Theory of Equity. Final Report. ED 207 947
- Dissemination Capacity Building Project. Final Report. ED 207 559
- Illinois Capacity Building Project. Final Report. ED 207 561
- NFE Core Bibliographies. ED 207 612
- The Non-Formal Education Information Center and Network. A Report of Progress. Annual Report of the NFE Network Project: Operating a Clearinghouse on NFE Information (September 1979-August 1980) and Two Semi-Annual Reports of the NFE Network Projects: Providing Technical Assistance in Creating LDC National/Regional Information Centers (March 1980-August 1980; September 1980-February 1981). ED 207 613
- Problems of Complex Systems: A Model of System Problem Solving Applied to Schools. ED 207 164
- Resources in Vocational Education. Volume 13, Number 6. 1980. ED 206 857
- Vocational Curriculum Resource Assessment. Final Report. ED 206 931
- Educational Responsibility**
- How Will Educational Institutions Respond to Changing Values and Lifelong Learning? ED 207 629
- Searching for Quality. ED 207 626
- Vocational Education: Purposes, Roles, Responsibilities. Position Statement of National Association of State Directors of Vocational Education. ED 206 808
- Educational Status Comparison**
- The Contest for Educational Resources. A Dynamic Theory of Equity. Final Report. ED 207 947
- The Education of Nonmetro Hispanics. Rural Development Research Report Number 31. ED 207 735
- El Estado de la Educacion para los Hispanos en los Estados Unidos (The Condition of Education for Hispanics in the United States). ED 207 767
- Measurement Error Models of Educational Attainment for Whites and Mexican-Americans. ED 207 905
- Educational Strategies**
- Disadvantaged Learners: The Nature of the Problem and Some Potential Solutions. ED 207 773
- Educational Technology**
- A Call for a Truce Between Educational Technology and Teaching: Suggestions for Mutually Beneficial Collaborations. ED 207 501//
- Proceedings of Selected Research Paper Presentations at the 1981 Convention of the Association for Educational Communications and Technology and Sponsored by the Research and Theory Division (Philadelphia, Pennsylvania, April 1981). ED 207 487
- Qualified Citation Indexing: Its Relevance to Educational Technology. ED 207 567
- Reconceptualizing the Theory-Base of Educational Technology: Re-opening the Theory-Practice Debates. ED 207 502//
- Reconstructing the History of Educational Technology Provides Us With New Models of Research. ED 207 505//
- Technology in Higher Education: Does It Really Improve Accessibility and Quality and Cost Less in the Long Run? ED 207 428
- Educational Television**
- Toward a Grammar of Educational Television: Part II, Method. ED 207 489//
- Educational Theories**
- A Reconstructed Theory of Educational Research. ED 207 875
- Educational Trends**
- Continuing Professional Education: Moving into the 80's. Conference Proceedings (Calgary, Alberta, October 22-24, 1980). ED 206 877
- Education in the United States: Statistical Highlights Through 1979-80. ED 207 135
- The Future of Education: Policy Issues and Challenges. ED 207 188//
- Higher Education for the 1980s. Challenges and Responses. Report of the Hiroshima International Seminar on Higher Education (2nd, Hiroshima, Japan, January 29-31, 1980). ED 207 399
- The Importance of the Notion of Cohesion for Teachers of Reading. ED 206 997
- Reading: Trends and Challenges. What Research Says to the Teacher. ED 207 005
- Research on Special Education in New Zealand. ED 207 295
- The Test Score Decline: A Review and Annotated Bibliography. ED 207 995
- What People Will Need to Know in the 80s and Beyond to Be Intelligent Consumers and Effective Homemakers (Content for Consumer and Home-making Education). ED 206 825
- Educational Vouchers**
- Local Government Support of a Child Voucher System: Austin/Travis County, Texas. ED 207 713
- Educationally Disadvantaged**
- Disadvantaged Learners: The Nature of the Problem and Some Potential Solutions. ED 207 773
- Education of Disadvantaged Groups and Multiple Class Teaching: Studies and Innovative Approaches. Report of a Study Group Meeting (Jakarta, November 17-26, 1980). ED 207 732
- New York State Programs of Postsecondary Opportunity, 1979-80. An Analysis of Annual Reports of Programs at the City University, the State University, and Independent Colleges and Universities, with Recommendations. ED 208 124
- Effect Size**
- Statistical Aspects of Effect Size Estimation. ED 208 024
- Efficiency**
- Educacion: Documento de Politica Sectorial. Tercera Edicion. (Education: Sector Policy Paper. Third Edition.) ED 207 249
- Education: Politique Sectorielle. Troisieme Edition. (Education: Sector Policy Paper. Third Edition.) ED 207 248
- (Education: Sector Policy Paper. Third Edition) [In Arabic; Japanese]. ED 207 247
- IES System**
- The Impact of a Computerized Conferencing System on Scientific Research Communities. Final Report. Research Report No. 15. ED 207 853
- Elderhostels**
- Motivational Orientations of Senior Citizens Participating in the Elderhostel Program. ED 206 927
- Electric Circuits**
- Analog and Digital Electronics. A Study Guide of the Science and Engineering Technician Curriculum. ED 207 788
- Electromechanical Aids**
- Evaluation and Research Program for the Portable Braille Recorder (PBR). Volume I. Final Report. ED 207 267
- Evaluation and Research Program for the Portable Braille Recorder (PBR). Volume II. Appendices to Final Report. ED 207 268
- Evaluation and Research Program for the Portable Braille Recorder (PBR). Volume III. Appendix 19, Digicassette Operating Manual. ED 207 269
- Electronics**
- Analog and Digital Electronics. A Study Guide of the Science and Engineering Technician Curriculum. ED 207 788
- Electronic Components, Transducers, and Basic Circuits. A Study Guide of the Science and Engineering Technician Curriculum. ED 207 791
- Reading for Main Ideas and Details in Electronics. ED 206 830
- Elementary School Mathematics**
- Goals for Mathematical Education of Elementary School Teachers: A Report of the Cambridge Conference on Teacher Training. ED 207 814
- Individualized Bilingual Instruction for Migrants. ED 207 760
- Mathematics Instructional Materials-Elementary Grade Level. ED 207 813
- Problem Solving with Calculators in Elementary School Mathematics: Report to the Protestant School Board of Greater Montreal. ED 207 827
- The Progressive Construction of Mind: One Child's Learning-Addition. Artificial Intelligence Memo No. 586. ED 207 803

Subject Index

Teaching and Testing Our Basic Skills Objectives. Pilot Edition. ED 208 067

Teaching Children to Solve One-Step Word Problems. ED 207 849

Elementary School Science

Teacher's Guide for Computational Models of Animal Behavior: A Computer-Based Curriculum Unit to Accompany the Elementary Science Study Guide "Behavior of Mealworms." Artificial Intelligence Memo No. 432. ED 207 798

The Use of Manipulatives and Their Effect on the Development of Spatial Conceptualizations. ED 207 860

Elementary School Students

Children's Interpersonal Relationships: Play-ground Games and Social Cognitive Skills. Final Report. ED 207 697

Children's Perceptions of the Sources of Self-Knowledge. ED 207 706

Developing Cognitive Skills Through Art. ED 207 674

Differential Characteristics for Hyperactive Children High and Low on Aggression. ED 207 717

Ethnic Differences in the Nutritiousness of Diets of Hawai'i's Children. ED 208 083

Orientations and Transitions: A Survey of Kindergarten and Primary Programs in Greater Victoria School District No. 61. ED 207 676

Prevalence Study of the Risk of Burns in the Public Schools Population in Charleston, South Carolina (Under the Direction of Stanley Schuman). ED 208 080

Student Responses to Seatwork: Implications for the Study of Students' Cognitive Processing. ED 207 709

"XYZ-PDQ!" The Terms and Effects of Children's Challenges. ED 207 681

Elementary School Teachers

Developing a Strategy for Minimizing Underachievement Through Teacher Classroom Behavior. ED 207 725

An Effective Model of In-Service Workshops for Elementary Teachers. ED 207 932

Goals for Mathematical Education of Elementary School Teachers: A Report of the Cambridge Conference on Teacher Training. ED 207 814

What do Teachers Really Want?: Sex-Role Stereotyping and the Elementary Classroom Teacher. ED 207 975

Elementary Secondary Education

City-Wide Summaries, City-Wide and District Performance Distributions, Kindergarten through Grade Twelve. 1978-79 Philadelphia City-Wide Testing Program, February 1979 Achievement Testing Program. Report No. 8004. ED 208 052

1981 Local Option Testing Manual. Wisconsin Pupil Assessment Program. ED 207 988

Elementary Secondary Education Act Title I

Title I Elementary and Secondary Education Act, 1965: Evaluation Reports 1979-80. ED 208 059

Title I in Ohio, Fiscal 1980. Fifteenth Annual Evaluation, Title I, Elementary and Secondary Education Act. ED 207 025

Elementary Secondary Education Act Title IV

Final Evaluation Report on Detroit's Title IV-C Bilingual Project, 1978-1979. ED 208 122

Eligibility

The Effect of Proposed Reagan Administration Cuts on University of Delaware Financial Aid Programs. Special Report. ED 207 380

Elocution

19th Century Roots of Modern Interpretation Theory: Dickens as a Platform Performer. ED 207 099

EM Algorithm

Estimation in Latent Trait Models. ED 208 033

Embedded Figures Test

The Role of Stimulus-Size on Performance in the Embedded-Figures-Test and in the Rod-and-Frame-Test and the Implications of This Role for the Perceptual and Cognitive Style Constructs in Educational Technology Research. ED 207 515//

Emotional Disturbances

Career Development for Dropout LD and ED Adolescent Boys: Two Evaluation Reports on Activities between April 1, 1980-September 30, 1980 and October 1, 1980-March 31, 1981. ED 207 284

Serving Troubled Children: Program and Policy Planning for the Future. ED 206 992

Emotional Experience

Emotional Experience and Regulation of Expressive Behavior. ED 207 700

Existential/Phenomenology as a Philosophical Base for a Feminist Psychology. ED 206 966

Emotional Problems

Sibling Death During Adolescence: Self Concept and Bereavement Reactions. ED 207 721//

Emotional Response

Affective Responses to the Literary and Cinematic Elements in an Educational Film: A Descriptive Investigation. ED 207 511//

Beginning Practicum Experiences: Anxiety and Its Consequences. ED 206 944

Emotional Experience and Regulation of Expressive Behavior. ED 207 700

Sibling Death During Adolescence: Self Concept and Bereavement Reactions. ED 207 721//

Employability Development

Securing Occupational Achievement through Readiness Skills (SOARS). A Resource Curriculum with Assessment and Strategies for Prevocational Skill Training. ED 206 913

Employed Parents

The Dual-Profession Family and Children's Sex-Role Preferences. ED 207 722

Employed Women

DataTrack 7: Women in the Labor Force. ED 207 868

Nontraditional Resources Catalogue: Opening Trade Barriers. ED 206 985

Tracking Working Women. Final Report, August 1980-June 30, 1981. ED 206 902

Women At Work and At Home: Implications for Depression and Mental Health. ED 206 982

Employee Attitudes

Sexual Harassment in the Federal Workplace: Is It a Problem? A Report of the U.S. Merit Systems Protection Board Office of Merit Systems Review and Studies. ED 206 960

Employees

The Effects of Need for Achievement on the Job Level/Job Satisfaction Relationship. ED 206 972

Employment Patterns

245

Employer Employee Relationship

Developing an Occupational Drug Abuse Program: Considerations and Approaches. Services Research Monograph Series. ED 206 965

Employer Supported Child Care

Employer Sponsored Child Care: Four Issues Papers. ED 207 688

Employer Sponsored Child Care: Policy Discussions, Recommendations, and Bibliography. ED 207 689

Employer Supported Day Care

Local Government Support of a Child Voucher System: Austin/Travis County, Texas. ED 207 713

Employers

Employer Sponsored Child Care: Four Issues Papers. ED 207 688

Employer Sponsored Child Care: Policy Discussions, Recommendations, and Bibliography. ED 207 689

Employment

Career Development for Dropout LD and ED Adolescent Boys: Two Evaluation Reports on Activities between April 1, 1980-September 30, 1980 and October 1, 1980-March 31, 1981. ED 207 284

Employment Experience

The Criminal Justice Doctorate: A Study of Doctoral Programs in the United States. ED 207 391

Employment Level

The Effects of Need for Achievement on the Job Level/Job Satisfaction Relationship. ED 206 972

Equivocal Messages in Organizations. ED 207 122

Final Report of the Vocational Rehabilitation Project (SREG 116), November 1980-June 1981. Part I. ED 206 882

The New Asian Immigrants. ED 208 078

The Role of Language Characteristics in the Socioeconomic Attainment Process of Hispanic Origin Men and Women. ED 207 763

Employment Opportunities

The Dream Deferred: A Golden Age for Women School Administrators. ED 207 161

The Job Market in Ohio, 1976-1980: An Analysis of Position Advertisements for Public, Academic, Special and Other Library Vacancies in Ohio. Alternative Modes for Providing Graduate Education for Librarianship in Ohio. Phase One: Needs Assessment Related Paper No. 1. ED 207 606

Job Market Reality for Postsecondary Graduates. Employment Outcome by 1978. Two Years after Graduation. ED 207 467

A Long-Range Follow-up of Post-Secondary Vocational, Technical and Adult Education Graduates. Final Report. ED 206 859

Nontraditional Resources Catalogue: Opening Trade Barriers. ED 206 985

Study on Access of Women to Specialized and Scientific Education and Training and to the Corresponding Careers in the CSSR (Undertaken by the Ministries of Education of the Czech and Slovak Socialist Republics). ED 207 841

Employment Patterns

The Education of Nonmetro Hispanics. Rural Development Research Report Number 31. ED 207 735

Factbook on Youth. Research on Youth Employment and Employability Development. Youth Knowledge Development Report 2.5. ED 206 863

The Labor Market Experience of 14-21-Year-Olds. Research on Youth Employment and Employability Development. Youth Knowledge Development Report 2.6.

- ED 206 864
The Triple Bias: Rural, Minority and Female.
ED 207 758
- Employment Potential**
The Labor Market Experience of 14-21-Year-Olds. Research on Youth Employment and Employability Development. Youth Knowledge Development Report 2.6.
ED 206 864
Securing Occupational Achievement through Readiness Skills (SOARS). A Resource Curriculum with Assessment and Strategies for Prevocational Skill Training.
ED 206 913
- Employment Programs**
Assessments of Job Corps Performance and Impacts. Volume II. Program Evaluations. Youth Knowledge Development Report 3.3.
ED 206 865
CETA/EDUC Linkages Workshops. Proceedings (Blacksburg, Virginia, June 12-13, 1980; Norfolk, Virginia, June 16-17, 1980; Fredericksburg, Virginia, June 23-24, 1980).
ED 206 898
CETA's Results and Their Implications. A Policy Statement by The National Council on Employment Policy.
ED 206 858
Documentation of Assessment Systems Used by Prime Sponsors in the Evaluation of Training and Educational Attainment of Program Participants (Priority 6).
ED 206 896
Employment Services: Program Components and Models of Employment Services for Refugees.
ED 208 101
The Implementation of the Targeted Jobs Tax Credit. Report No. 3.
ED 206 849
Improving Services to Young Parents through CETA.
ED 208 110
Improving the Implementation of YEDPA Programs. Implementation Issues. Youth Knowledge Development Report 8.6.
ED 206 871
Jobs and Community Improvements-A Handbook for Enhanced Work Projects. Implementation Issues. Youth Knowledge Development Report 8.1.
ED 206 870
Knowledge Development under the Youth Initiatives-Proceedings of an Overview Conference (Waltham, Massachusetts, October 5-6, 1978). Knowledge Development Framework. Youth Knowledge Development Report 1.3.
ED 206 860
The Local Focus on Youth. Program Evaluations. Youth Knowledge Development Report 3.15.
ED 206 866
Local Mixed Income Testing. Service and Participant Mix. Youth Knowledge Development Report 4.1.
ED 206 867
Rehabilitation, Education, Training and Employment Programs Administered by the Veterans' Administration. Hearing before the Subcommittee on Education, Training and Employment of the Committee on Veterans' Affairs, House of Representatives, Ninety-Seventh Congress, First Session.
ED 206 901
The Standardized Assessment System for Youth Demonstration Projects. Knowledge Development Framework. Youth Knowledge Development Report 1.6.
ED 206 862
- Employment Projections**
Planning Resource.
ED 207 653
- Employment Qualifications**
Assessing Re-Entry Women's Life Experience Learning.
ED 206 970
The Job Market in Ohio, 1976-1980: An Analysis of Position Advertisements for Public, Academic, Special and Other Library Vacancies in Ohio. Alternative Modes for Providing Graduate Education for Librarianship in Ohio. Phase One: Needs Assessment Related Paper No. 1.
ED 207 606

- Employment Services**
Improving Services to Young Parents through CETA.
ED 208 110
- Employment Statistics**
Employees in Colleges and Universities in New York State, 1979-80.
ED 207 470
- Encoding**
Visual Testing: An Experimental Assessment of the Encoding Specificity Hypothesis.
ED 207 495//
- Endowment Funds**
Financial Statistics of Institutions of Higher Education: Fiscal Year 1979. State Data.
ED 207 378
- Energy**
Counting on Energy. Project E3 (Energy, Economics, and the Environment).
ED 207 824
Energy Education: A Policy Development Handbook.
ED 207 831
A Guide to Energy-Related Curriculum at California Community Colleges and Certain Other Programs.
ED 207 826
Highlands County Energy Education Activities-High School Level.
ED 207 818
Learning About Energy in Secondary Schools: Some Exemplary Lessons for Students. Volume II. Final Report, April 8, 1981 to December 31, 1981.
ED 207 817
A Portfolio of Energy Ideas: Science.
ED 207 858
A Portfolio of Energy Ideas: Social Studies.
ED 207 859
- Energy Audits**
Saving Schoolhouse Energy. Final Report.
ED 207 838
- Energy Conservation**
An Analysis of Energy Use on Community College Campuses.
ED 207 829
Energy and Education.
ED 207 133
Energy Education: A Policy Development Handbook.
ED 207 831
Measuring Energy Conservation with Utility Bills.
ED 207 828
Saving Schoolhouse Energy. Final Report.
ED 207 838
- Energy Education**
Counting on Energy. Project E3 (Energy, Economics, and the Environment).
ED 207 824
Energy Education: A Policy Development Handbook.
ED 207 831
A Guide to Energy-Related Curriculum at California Community Colleges and Certain Other Programs.
ED 207 826
Highlands County Energy Education Activities-High School Level.
ED 207 818
Learning About Energy in Secondary Schools: Some Exemplary Lessons for Students. Volume II. Final Report, April 8, 1981 to December 31, 1981.
ED 207 817
A Portfolio of Energy Ideas: Science.
ED 207 858
A Portfolio of Energy Ideas: Social Studies.
ED 207 859
- Engineering Drawing**
Science and Engineering Graphics I. A Study Guide of the Science and Engineering Technician Curriculum.
ED 207 796

- Engineering Education**
NASA's Role in Aeronautics: A Workshop. Volume VII - Background Papers.
ED 207 867
Physics of Mechanical, Gaseous, and Fluid Systems. A Study Guide of the Science and Engineering Technician Curriculum.
ED 207 795
University S/E Faculty Spend One-Third of Professional Time in Research. Science Resources Studies Highlights.
ED 207 830
- England**
Rural Youth: Images from West Dorset. A Study of Young People in a Rural Area and the Extent of Youth Service Provision Afforded Them.
ED 207 731
- England (London)**
Some Models of Mathematics Teachers' Centres.
ED 207 837
- English**
Multilevel Analyses of Teacher-Student Relationships in Junior High Classrooms.
ED 208 041
- English (Second Language)**
Basic Skills Programs at the City University of New York: English as a Second Language.
ED 207 074
The Challenges of the Multicultural Classroom.
ED 207 023
Developing Reading Skills: A Practical Guide to Reading Comprehension Exercises.
ED 207 347//
Ensenanza Bilingue (Bilingual Education).
ED 207 331
Extending Basic Education to the Elderly: A Guide to Program Development.
ED 207 639
Notes on Grammar: Singing in ESL with Songs for the Grammar Class.
ED 207 336
Orientation and Intercultural Communication: A Course for Advanced ESL Students.
ED 207 348
Program Design Considerations for English as a Second Language. Adult Education Series #11. Refugee Education Guide.
ED 207 349
Report on the Educational Programs for Students of Limited English Proficiency in the State of New York.
ED 208 086
A Search for Congruency in Language Proficiency Testing: What the Tests Measure-What the Child Does.
ED 207 345
Strategies Used by Native Speakers in Native-Non-Native Conversations.
ED 207 323
- English Curriculum**
The Martin Report: What Goes on in English Lessons. Case Studies from Government High Schools, Western Australia.
ED 207 078
- English for Academic Purposes**
Learning and Performing: An Integrated Language Course at the Tertiary Level.
ED 207 338
- English for Special Purposes**
Learning and Performing: An Integrated Language Course at the Tertiary Level.
ED 207 338
- English Instruction**
English and Language Arts Curriculum Guide, Grades 6-9. Bulletin 1589.
ED 207 067
English and Language Arts Curriculum Guide, Grades 9-12. Bulletin 1590.
ED 207 068
If Self-Evaluation Is the Answer, What Is the Question?
ED 207 070
The Martin Report: What Goes on in English Lessons. Case Studies from Government High Schools, Western Australia.
ED 207 078

Subject Index

Rural School Survey on English Teaching in Illinois, 1980. ED 207 044

English Literature

19th Century Roots of Modern Interpretation Theory: Dickens as a Platform Performer. ED 207 099

Enrichment Activities

Summer College for Kids 1980. Session I: June 16 through July 3. Session II: July 7 through July 24. ED 207 618

Enrollment

The Changing Ethnic Population and Its Impact on School Districts in California. ED 208 108

The National Census Study of Secondary Vocational Consumer and Homemaking Programs. A Final Report. ED 206 916

Population and Enrollment Projections. Analytical Studies Research Report[s], 81-1 [and] 81-5. ED 207 622

Report on the Educational Programs for Students of Limited English Proficiency in the State of New York. ED 208 086

Student Age and Ethnic Background, Fall 1979-80 and Fall 1972-73, Minority Group Enrollment Statistics, [and] Student Age Distributions, Fall 1980-81. Analytical Studies Research Reports, 80-4, 80-5, [and] 81-2. ED 207 621

Transfer and Occupational Student Enrollment, Fall 1980-81. Analytical Studies Research Report 81-8. ED 207 634

Enrollment Influences

Postsecondary Education in Indiana. A Summary Report with Recommendations. Part Four of a Four-Part Study. Manpower Report 81-3. ED 207 448

Report of Factors Influencing the Election of Nontraditional Vocational Programs by High School Males. Part I-Related Literature and Procedures. ED 206 892

The Student-Selection Process: A Model of Student Courses in Higher Education. ED 207 402

Survey of High School Seniors and Their Parents in Harper's District. Volume 11, Number 1. ED 207 661

Why They Didn't Apply. ED 207 403

Enrollment Projections

The Influence of Demographic Factors on TAFE. Occasional Paper Number 2. ED 207 927

Past Performance, Quantitative Models, and the Prediction of Community College Enrollments. ED 207 627

Planning Resource. ED 207 653

Population and Enrollment Projections. Analytical Studies Research Report[s], 81-1 [and] 81-5. ED 207 622

Post-Secondary Enrollment Forecasting with Traditional and Cross Pressure-Impact Methodologies. ED 207 370

Enrollment Rate

New Mexico Dropout Study, 1976-1977. ED 207 737

New Mexico Dropout Study, 1977-78 and 1978-79. ED 207 775

New Mexico Dropout Study, 1979-80. ED 207 776

Thirty-Third Annual Report of Indian Education in Eastern Oklahoma. ED 207 736

Enrollment Trends

Application Statistics, 1980. ED 207 434

A Comparison of Enrollments in Gulf Coast Junior College vs Lower Division Enrollments in the Eight State Universities and Other Junior Colleges. ED 207 645

The Condition of Education: 1981 Edition. Statistical Report. ED 207 186

The Decade Ahead: A Forecast of the Tacoma School District in the 1980s. A Report to the Tacoma School Board. ED 208 106

Kentucky College and University Enrollments, Fall 1980. ED 207 426

Minority Access to Higher Education: AAHE-ERIC/Higher Education Research Report 1. ED 207 474

Veterans Educational Assistance Program (GI Bill). ED 207 408

Entomology

A Manual of Mosquito Control Projects and Committee Assignments for 4-H and Scouts Biology Class Projects, Organized Community Service Programs, and Individuals Interested in Environmental Management. ED 207 797

Entry Workers

Preparation of Secondary and Post-Secondary Students for Entry-Level Employment in the Shell Fishing Industry. Final Report, July 1, 1980-June 30, 1981. ED 206 886

Environment

The Impact of Socioeconomic Development and Ecological Change on Health and Nutrition in Latin America. Cornell International Nutrition Monograph Series, Number 9 (1981). ED 207 712

The "Roar of Chatter" in the Library at San Joaquin Delta College. Research Project. ED 207 556

Environmental Education

Basic Laboratory Skills for Water and Wastewater Analysis. Report No. 125. ED 207 819//

Counting on Energy. Project E3 (Energy, Economics, and the Environment). ED 207 824

Directory of Environmental Education Resources: A Guide to National and International Organizations That Provide Information on the Environment. ED 207 812

Ecosocial Studies: A Strategy to Develop Global Perspectives and Relationships Among Nations and Between Humans and Their Natural/Social Environments. ED 207 816

Energy Education: A Policy Development Handbook. ED 207 831

Feed, Need, Greed: Food Resources & Population. A High School Curriculum. ED 207 811

Highlands County Energy Education Activities-High School Level. ED 207 818

Learning About Energy in Secondary Schools: Some Exemplary Lessons for Students. Volume II. Final Report, April 8, 1981 to December 31, 1981. ED 207 817

Outdoor Education for K-12: The What, Why, Where, When, and How. Proceedings of a Workshop Co-sponsored by USDI Fish and Wildlife Service and East Carolina University (Swarthmore, North Carolina, June 17, 1981). ED 207 754

Perspectives of Global Education: A Sourcebook for Classroom Teachers. ED 207 850

A Portfolio of Energy Ideas: Social Studies. ED 207 859

A Sourcebook of Marine Activities Developed in the Milwaukee Great Lakes Summer Education Program, 1977 and 1978. ED 207 851

Teaching Students to be Proactive Change Agents in a Global Age: A New Direction for Preservice and Inservice Teacher Education. ED 207 952

Equipment Maintenance

247

Environmental Health

Evaluation of the Training Development Program. ED 206 802

Special Community Service and Continuing Education Program. Training Development Program (TDP). Final Report, FY '80 and 90-Day Extension. ED 206 803

Epistemology

Cognitive Processes in Spelling and Their Relevance to Spelling Reform. ED 207 084

A Relationship Between Hemisphericity and Psycho-Epistemology. ED 207 509//

Equal Education

Educacion: Documento de Politica Sectorial. Tercera Edicion. (Education: Sector Policy Paper. Third Edition.) ED 207 249

Education: Politique Sectorielle. Troisieme Edition. (Education: Sector Policy Paper. Third Edition.) ED 207 248

(Education: Sector Policy Paper. Third Edition) [In Arabic; Japanese]. ED 207 247

Essentials of a Quality Elementary School Physical Education Program. A Position Paper. ED 207 983

The Itinerary of the Concept "Equal Educational Opportunity". ED 208 097

The Limits of Compensatory Education. ED 208 094

The Minority/Majority Experiences Study, 1978-79: Gifted and Talented Services. ED 208 044

Problems of Equity in Developmental Approaches. ED 207 971

Equal Opportunities (Jobs)

Nontraditional Resources Catalogue: Opening Trade Barriers. ED 206 985

Equal Protection

The Native Courtworker and Counselling Association of British Columbia. Annual Report, 1980-81. ED 207 742

Equalization Aid

Reformation and Counter-Reformation in Illinois School Finance: 1973-1981. ED 207 214

School Finance Reform in the States: 1981. ED 207 132

Equated Scores

IRT Equating: A Flexible Alternative to Conventional Methods for Solving Practical Testing Problems. ED 208 038

IRT Versus Conventional Equating Methods: A Comparative Study of Scale Stability. ED 208 039

Score Equating and Item Response Theory: Some Practical Considerations. ED 208 023

Equipercentile Equating

IRT Versus Conventional Equating Methods: A Comparative Study of Scale Stability. ED 208 039

Equipment

Adaptive Devices for Aquatic Activities. ED 207 305

Equipment Evaluation

Advanced Multiple Processor Configuration Study. Final Report. ED 207 552

Evaluation and Research Program for the Portable Braille Recorder (PBR). Volume I. Final Report. ED 207 267

Equipment Maintenance

Preventive Maintenance Handbook. Audiovisual Equipment. ED 207 197//

Equipment Standards

Choosing a Color Television System.

ED 207 087

Equipment Utilization

Systematic Model for Validating Equipment Uses in Selected Marketing and Distribution Education Programs. Final Report, February 1, 1980-June 30, 1981.

ED 206 822

The Transport Requirements of P.C.A.P. Field Staff in the South-West and Central Priority Country Areas. Priority Country Area Program Evaluation Series: Report No. 7.

ED 207 733

Equity (Education)

Factors Influencing Local Education Agency Participation in the Programs and Services of Education Service Agencies in the State of Texas. ESA Study Series/Report No. VI.

ED 207 207

Reformation and Counter-Reformation in Illinois School Finance: 1973-1981.

ED 207 214

The Role of Education Service Agencies in Metropolitan Areas. ESA Study Series/Report No. IX.

ED 207 210

School Finance Reform in the States: 1981.

ED 207 132

Equivalency Tests

Final Report of an Expansion of a Model for Development of Proficiency/Equivalency Tests for Clinical Laboratory Personnel, July 1, 1980-June 30, 1981.

ED 206 880

ERIC

All You Have To Do Is Ask. The ERIC Information System Can Lead You Through the Maze of Education Research As Fast As You Can Think of Questions, and You Can Learn To Use It in an Afternoon.

ED 207 539

Resources in Vocational Education. Volume 13, Number 6. 1980.

ED 206 857

Error Analysis (Language)

Error Analysis in Basic Writing.

ED 207 060

ESEA Title I Migrant Programs

Como Puede Mejorar el Programa de Educacion Migrante con el Poder e Influencia de los Padres. Parent Power in the Migrant Education Program: How to Make a Difference.

ED 207 759

Essay Tests

Research on Writing: A Search for Objective Measures Related to Holistically Scored Essays.

ED 208 042

Estimation

Estimation of Time Requirements During Planning: Interactions Between Motivation and Cognition.

ED 207 215

Estimation (Mathematics)

Estimation in Latent Trait Models.

ED 208 033

Ethics

An Analysis of Student Choices in Medical Ethical Dilemmas.

ED 207 912

Ethiopians

Ethiopians. Refugee Fact Sheet Series #1.

ED 207 350

Ethnic Bias

Reflections on the Education of Native American Children, Focusing on Navajo Children.

ED 207 751

Ethnic Distribution

The Decade Ahead: A Forecast of the Tacoma School District in the 1980s. A Report to the Tacoma School Board.

ED 208 106

New Mexico Dropout Study, 1976-1977.

ED 207 737

New Mexico Dropout Study, 1977-78 and 1978-79.

ED 207 775

New Mexico Dropout Study, 1979-80.

ED 207 776

Ethnic Groups

Establishing Research Goals: The Ethnographer-Practitioner Dialectic.

ED 207 517/1

Ethnic Differences in the Nutritiousness of Diets of Hawaii's Children.

ED 208 083

Programs for Changing Attitudes: Social Distance and the Department of Public Instruction's Human Relations Program.

ED 208 093

Unannounced Desegregation in an All-Volunteer Summer School: Sex, Grade, and Ethnic Attendance Patterns.

ED 208 102

Ethnic Relations

Bilingual Education Community Study: Implementing Bilingual Education in an Urban Midwestern Context.

ED 207 727

Ethnic Stereotypes

What You Say After Hello: Pre-Service Orientation for Native Programs.

ED 207 734

Ethnic Studies

A Project in Multicultural Learning: Greek-American Contributions to American Society.

ED 208 090

Ethnicity

Acculturation and Biculturalism among Three Generations of Mexican American and Anglo American School Children.

ED 207 741

Ethnicity and Politics. IRSS Research Reports.

ED 207 873

Ethnography

Establishing Research Goals: The Ethnographer-Practitioner Dialectic.

ED 207 517/1

Ethnographic Monitoring of Children's Acquisition of Reading/Language Arts Skills In and Out of the Classroom. Volumes I, II, and III. Final Report.

ED 208 096

Ethnography: A Research Tool for Policymakers in the Drug and Alcohol Fields. Symposium Papers.

ED 206 983

Etiology

Hyperactivity as a Personality Disorder.

ED 207 715

Europe

Educational Audiovisual Materials: Directory of National Information Agencies. Documents Audiovisuels. Pedagogiques: Repertoire D'Organismes Nationaux D'Information.

ED 207 522

Pupil Exchange in the European Community Venice Colloquium (October 24-28, 1977). Collection Studies. Education Series No. 5.

ED 207 900/1

European Community

Pre-School Education in the European Community. Commission of the European Communities Studies Collection, Education Series No. 12.

ED 207 693

Evaluation

Total Integrated Library Information System. Part 2. A Report on the Specific Design Phase: Identification and Evaluation.

ED 207 533

Values, Inquiry, and Education. CSE Monograph Series in Evaluation, 9.

ED 207 886

Evaluation Criteria

Employer Sponsored Child Care: Policy Discussions, Recommendations, and Bibliography.

ED 207 689

Evaluation Designs for Title I Summer Programs.

ED 208 088

Evaluation Utilization: A Bibliography.

ED 207 984

If Self-Evaluation Is the Answer, What Is the Question?

ED 207 070

Practical Guide for the Selection of Audio Visual Media. General Criteria System and Evaluation Procedure for Educational Media Decisions.

ED 207 591

Reports From the National Institute of Education on the Compensatory Education Study (6 Volumes).

ED 208 081/1

The Small Claims Court: An Argumentative Instructional Alternative.

ED 207 089

Teachers as Evaluators Project: A Guide to Evaluation in the Kindergarten or Preschool.

ED 207 714

Evaluation Methods

Analyzing Functions of Illustrations in Text.

ED 207 496/1

Annual Evaluation Report. Volume I, Fiscal Year 1980.

ED 207 264

An Application of the PMI Model at the Project Level Evaluation of ESEA Title IV-C Projects.

ED 207 237

An Application of the PMI Model at the System Level: Evaluation of a Division in Central Administration.

ED 207 243

Application of the PMI Model at the System Level: Evaluation of a Systemwide Program Implementation.

ED 207 238

Choosing a Text for the College Methods Course in Reading.

ED 207 027

Classification and IQ-Alternative Predictors of Math Performance.

ED 207 835

A Course Evaluation System in an Open University.

ED 207 451

Development of Procedures for Assessing the Impact of Vocational Education Research and Development on Vocational Education (Project IMPACT). Volume 1-Context and Principles of Assessing Impact.

ED 206 810

Development of Procedures for Assessing the Impact of Vocational Education Research and Development on Vocational Education (Project IMPACT). Volume 3-A Case Study of the Illinois Network of Exemplary Occupational Education Programs for Handicapped and Disadvantaged Students.

ED 206 812

Development of Procedures for Assessing the Impact of Vocational Education Research and Development on Vocational Education (Project IMPACT). Volume 8-A Field Study of Predicting Impact of Research and Development Projects in Vocational and Technical Education.

ED 206 817

Development of Procedures for Assessing the Impact of Vocational Education Research and Development on Vocational Education (Project IMPACT). Volume 9-Executive Summary.

ED 206 818

Early Intervention: A Plan for Evaluating Program Impact.

ED 207 277

Evaluating Library Services. New Mexico State Library Occasional Paper No. 8.

ED 207 560

Evaluation Case Histories as a Parallel to Legal Case Histories.

ED 207 989

Evaluation Designs for Title I Summer Programs.

ED 208 088

Evaluation of Vocational Education Programs Serving Limited English Proficiency Students. An Analysis of the Illinois Three Phase System.

ED 206 855

Evaluation of Vocational Education Programs Serving Limited English Proficiency Students. An Analysis of the Illinois Three Phase System. Executive Summary.

ED 206 856

Subject Index

Evaluations of Bilingual Programs: Examples of the Reproductive Functions of Evaluative Research. Bilingual Education Paper Series, Vol. 4 No. 7.

ED 207 992

Evaluative Research in Local Youth Programming—Using the Tools of Knowledge Development. Knowledge Development Framework. Youth Knowledge Development Report 1.5.

ED 206 861

Health Manpower Assessment Within the Framework of Area Health Education Center Evaluation.

ED 206 824

How to Improve and Evaluate the Principal's Performance.

ED 207 147

Instructional Evaluation Techniques: Ends Dictate the Means.

ED 207 596

Measuring Degree of Implementation of Bilingual Education Programs: Implications for Staff Development and Program Evaluation. Bilingual Education Paper Series, Vol. 4 No. 5.

ED 207 993

Motor Skill Development in Young Children: Current Views on Assessment and Programming.

ED 207 672

An NIE Program and its Policy Context. Linking R&D with Schools.

ED 207 250

NVBF Anglo-Scandinavian Seminar on Library User Education. Proceedings (Gothenburg, Sweden, November 2-4, 1976).

ED 207 564

Practical Guide for the Selection of Audio Visual Media. General Criteria System and Evaluation Procedure for Educational Media Decisions.

ED 207 591

Qualitative Evaluation.

ED 207 991

School Accreditation. Booklets I through IX.

ED 207 217

Some Measures of Evaluation and Effectiveness in Social Work Practice.

ED 207 902

Staff Development Program Evaluation—Application of a Peer Supervision Program.

ED 207 982

Teachers as Evaluators Project: A Guide to Evaluation in the Kindergarten or Preschool.

ED 207 714

Teacher Self-Assessment: A Means for Improving Classroom Instruction. Analysis and Action Series.

ED 207 967

Vocational Assessment of Deaf Adults. Final Report, July 1, 1980-June 30, 1981.

ED 206 905

Evaluation Research

Leverage and Evaluation Effectiveness.

ED 208 054

Evaluation Utilization

Evaluations of Bilingual Programs: Examples of the Reproductive Functions of Evaluative Research. Bilingual Education Paper Series, Vol. 4 No. 7.

ED 207 992

Linkages Between a State Bureau of Evaluation and the Professional Field.

ED 208 002

Utilization of Evaluation Results in Joint Policy Making.

ED 208 007

Evaluative Thinking

Evaluation Utilization: A Bibliography.

ED 207 984

Teachers as Evaluators Project: A Guide to Evaluation in the Kindergarten or Preschool.

ED 207 714

Evaluators

The J. R. Syndrome: Administrator Bias in Teacher Evaluation. Publication Number 80.51.

ED 207 229

Evelyn Wood Reading Dynamics

How to Read Faster and Better. The Evelyn Wood Reading Dynamics Program. How to Get Everything You Want from Anything You Read as Fast as You Can Think.

ED 207 017//

Evening Programs

Access to Bachelor's Degrees Through Evening and Weekend Courses, 1980.

ED 207 420

Evolution

Why the Evolution/Creation Battle Rages: What Educators Can Do.

ED 207 904

Exercise

Assessment of Adherence to Eating Habit and Exercise Components in a Behavioral Weight Control Program.

ED 206 946

Exhibits

Exhibits Enhanced by Stand-Alone Computers.

ED 207 523

Existentialism

Existential/Phenomenology as a Philosophical Base for a Feminist Psychology.

ED 206 966

Expectation

Predicting Student's Effort and Performance in Foreign Language Courses: An Application of Expectancy Theory of Motivation.

ED 207 325

Women Entering Traditionally Male Professions: Achievement-Related Variables and Stress.

ED 206 977

Expenditure Per Student

The Costs of Higher Education: How Much Do Colleges and Universities Spend per Student and How Much Should They Spend?

ED 207 368

School Staffing Ratios, 1979-80. ERS Report.

ED 207 203//

Expenditures

Financial Statistics of Institutions of Higher Education: Fiscal Year 1979. State Data.

ED 207 378

Experience Based Career Education

Experience Based Career Education and the Mentally Handicapped Student.

ED 207 321

Experiential Learning

Adapted Outward Bound Programmes: An Alternative for Corrections.

ED 207 746

Experiential Education as a Teaching Strategy.

ED 207 882

Making Experience Count in Sex Equity Programs. A Guide to Help State Sex Equity Coordinators Work with Employers and Adult Women to Further the Recognition of Women's Job-Relevant Life Experience Learning.

ED 206 875

Making Experience Count in Vocational Education. A Guide to Help Vocational Educators Identify and Provide Recognition to Adult Women Who Have Vocationally-Relevant Life Experience Learning.

ED 206 876

Experimental Curriculum

Teacher's Guide for Computational Models of Animal Behavior: A Computer-Based Curriculum Unit to Accompany the Elementary Science Study Guide "Behavior of Mealworms." Artificial Intelligence Memo No. 432.

ED 207 798

Expository Writing

Language Analysis: Critical Reading and Writing—What's the Connection?

ED 207 081

Extended School Year

Summer School: A New Look. Fastback 158.

ED 207 127

Extension Agents

A Comprehensive National Plan for New Initiatives in Home Economics Research, Extension, and Higher Education.

ED 207 401

Extension Education

Alternative Modes for Providing Graduate Education for Librarianship in Ohio. Final Report.

ED 207 540

Faculty Development

249

Cost-Effective Training Strategy at Field Level Strengthens Influence of Extension Agents in Community.

ED 207 519

An On-Campus, Off-Campus Model for Native Indian Teacher Education.

ED 207 726

Satellite Applications for Public Service: Project Summaries.

ED 207 597

Technology in Higher Education: Does It Really Improve Accessibility and Quality and Cost Less in the Long Run?

ED 207 428

External Degree Programs

The Organization of the Distance Teaching Subsystem in an Open University.

ED 207 430

Eye Movements

Cerebral Language Arrangement for Mexican Americans.

ED 207 330

Comprehension of Text and Pictures. Final Report.

ED 207 013

Relation of Conjugate Lateral Eye Movements to Inferential Reasoning and Semantic Comprehension.

ED 208 013

Relationship Between Eye Movement and Cognitive Information Acquisition Utilizing an Unobtrusive Eye Movement Monitoring Device.

ED 207 507//

Facial Expressions

Emotional Experience and Regulation of Expressive Behavior.

ED 207 700

Facility Improvement

Saving Schoolhouse Energy. Final Report.

ED 207 838

Facility Inventory

Inventory of Physical Facilities of Ontario Universities, 1980-81.

ED 207 438

Facility Planning

Considerations Before Writing a Public Library Building Program in Children's Services.

ED 207 570

Facility Requirements

Considerations Before Writing a Public Library Building Program in Children's Services.

ED 207 570

Systematic Model for Validating Equipment Uses in Selected Marketing and Distribution Education Programs. Final Report, February 1, 1980-June 30, 1981.

ED 206 822

Factor Structure

A Note on the Factor Structure of Some Piagetian Tasks.

ED 207 823

Faculty Advisers

A Survey of Academic Advising Models Used by Maryland State Public Institutions of Higher Education. Research Report No. 4-80.

ED 207 460

Faculty College Relationship

Career Vitalization and Stress among Professors: An Attributional Model.

ED 207 478

Case Studies in Higher Education Ministries.

ED 207 387

Collective Bargaining and the Concept of Autonomy in the National Autonomous University of Mexico.

ED 207 452

The OD' Role in Education: What Do You Do With a Beginner Professor Who Joins the University?

ED 207 416

Faculty Development

Faculty Study in a Second Discipline: Survey of Fellows May 1981.

ED 207 469

The OD' Role in Education: What Do You Do With a Beginner Professor Who Joins the University?

- ED 207 416
Teacher Center Feasibility Study. Final Report.
ED 206 932
Updating and Upgrading Occupational Instructors: A Process Handbook.
ED 206 831
- Faculty Publishing**
The Productivity of Criminology and Criminal Justice Faculty.
ED 207 392
Submission, Rejection, Frustration: Perhaps There Isn't A Better Way.
ED 207 473
- Faculty Recruitment**
The Changing Academic Market: General Trends and a Berkeley Case Study.
ED 207 454//
- Faculty Workload**
Impact Study: Staff Perceptions of Their Professional Lives. Occasional Papers No. 4.
ED 207 459
University S/E Faculty Spend One-Third of Professional Time in Research. Science Resources Studies Highlights.
ED 207 830
- Failure**
The Differential Effects of Frustration and Success Upon Competitive and Cooperative Behavior.
ED 206 969
Difficultés d'apprentissage de la langue seconde chez l'immigrant adulte en situation scolaire: Une étude dans le contexte québécois (Adult Immigrants' Problems in Learning a Second Language in an Academic Setting: A Study in the Context of Quebec Culture and Practice). Publication B-101.
ED 207 332
- Family (Sociological Unit)**
The White House Conference on the Family: Some Observations.
ED 207 908
- Family Characteristics**
Farm Income Recipients and Their Families: A Socioeconomic Profile. Rural Development Research Report No. 30.
ED 207 755
- Family Consultation Project**
Relationship-Focused Intervention with High-Risk Infants: First Year Findings.
ED 207 319
- Family Day Care**
Day Care in Caracas: A Day Care Homes Program Evaluation Report. Volume I: Executive Summary.
ED 207 691
- Family Environment**
Children's Perception of Support Inventory.
ED 207 723
An Intergenerational Study of the Psychosocial Atmosphere in the Families of Married Couples.
ED 206 973
Language and Learning: Talk between Adults and Children at Home and at School.
ED 207 105
- Family Environment Scale**
An Intergenerational Study of the Psychosocial Atmosphere in the Families of Married Couples.
ED 206 973
- Family Financial Resources**
Salary Trends for Teachers: Survey and Analysis.
ED 207 965
- Family Income**
Farm Income Recipients and Their Families: A Socioeconomic Profile. Rural Development Research Report No. 30.
ED 207 755
Local Mixed Income Testing. Service and Participant Mix. Youth Knowledge Development Report 4.1.
ED 206 867
- Family Influence**
The Adjustment of Native American Students to Public Schools in the East San Francisco Bay Area.
ED 207 729
- Family Involvement**
Early Intervention for Children with Special Needs and Their Families: Findings and Recommendations.
ED 207 278
- Family Life**
A Comprehensive National Plan for New Initiatives in Home Economics Research, Extension, and Higher Education.
ED 207 401
Conjugal Succession and the American Kinship System.
ED 207 671
- Family Planning**
Adult Education Community Project and Planned Parenthood. A Study of an Inter-Agency Project in Honduras, Central America.
ED 206 828
- Family Problems**
Heroin-Addicted Parents and Their Children. Two Reports. Services Research Report.
ED 206 988
[Parenting for Parents and Professionals and Group Interaction: An Annotated Bibliography.]
ED 207 683
The Treatment of Wife Abuse in Recent Social Science Literature.
ED 206 981
- Family Relationship**
Addicted Women: Family Dynamics, Self Perceptions, and Support Systems. Services Research Monograph Series.
ED 206 984
An Intergenerational Study of the Psychosocial Atmosphere in the Families of Married Couples.
ED 206 973
Planning Residential and Vocational Services for Mentally Retarded Young Adults: Parents' Choices.
ED 207 283
- Family Role**
The Evolution of a Community Drug Abuse Program: Families Have a Critical Role.
ED 206 942
- Family Structure**
Conjugal Succession and the American Kinship System.
ED 207 671
- Farm Occupations**
Stability and Change in Farming Plans: Results from a Longitudinal Study of Young Adults.
ED 207 761
- Farmers**
Educational and Occupational Motivation and Adoption of Agricultural Technology among Rural Residents: A Preliminary Study.
ED 207 770
Farm Income Recipients and Their Families: A Socioeconomic Profile. Rural Development Research Report No. 30.
ED 207 755
Farm Population of the United States: 1980.
ED 207 762
- Fear of Success**
Occupational Aspirations of Talented Black Adolescent Females.
ED 206 976
- Feasibility Studies**
IRT Equating: A Flexible Alternative to Conventional Methods for Solving Practical Testing Problems.
ED 208 038
On the Feasibility of a Grade Level Reorganization for the Providence School System. Volumes I and II. Final Report.
ED 208 079
Teacher Center Feasibility Study. Final Report.
ED 206 932
- Federal Aid**
Better Accountability Needed at the Medical University of South Carolina. Report by the Comptroller General of the United States.
ED 207 377
The Complete Grants Sourcebook for Higher Education.
ED 207 477//
- The Effect of Proposed Reagan Administration Cuts on University of Delaware Financial Aid Programs. Special Report.
ED 207 380
- Relationships between Local Contributions and the Success of a Federal School Improvement Program. Draft.
ED 207 254
- Scholarship Program: 1979-80 Report to Congress. Report of the Secretary of Health and Human Services on the Administration of the National Health Service Corps Scholarship Program as Required by Section 751(i) of Title VII of the Public Health Service Act, as Amended, December 12, 1979.
ED 207 383
- Treatment of Rural Areas: Planning Guidance for Administrative, Legislative, and Regulatory Action for FY 1982-83.
ED 207 769
- Federal Communications Commission**
Remarks of Mark S. Fowler, Chairman, Federal Communications Commission.
ED 207 088
- Federal Government**
The Federal Role in Education: New Directions for the Eighties.
ED 207 191
Political Discovery Resource Book.
ED 207 892
Sexual Harassment in the Federal Workplace: Is It a Problem? A Report of the U.S. Merit Systems Protection Board Office of Merit Systems Review and Studies.
ED 206 960
- Federal Indian Relationship**
The Future of Indian People Rests with Their Young. An Administrative and Programmatic Study of the Office of Indian Education, U.S. Department of Education.
ED 207 777
Oversight of Indian Program Budgets. Hearing Before the Select Committee on Indian Affairs. United States Senate, Ninety-Seventh Congress, First Session on Review of Budget Submissions of the Bureau of Indian Affairs, Department of the Interior; Indian Health Service, Department of Health and Human Services; Office of Indian Education, Department of Education; and Indian Housing, Department of Housing and Urban Development.
ED 207 772
Reservation School Districts. Report of the Annual Indian Town Hall (6th, White Mountain Apache Reservation, Arizona, December 6-7, 1978).
ED 207 728
- Federal Legislation**
Can Business Education Mainstream the Handicapped Into the Skills Areas?
ED 207 318
CETA's Results and Their Implications. A Policy Statement by The National Council on Employment Policy.
ED 206 858
A Comparison of Federal, State and Local Policies Affecting Education of Handicapped Children in Montgomery County Public Schools.
ED 208 045
H.R. 1400-The Veterans' Educational Assistance Act of 1981. Hearings before the Subcommittee on Education, Training and Employment of the Committee on Veterans' Affairs, House of Representatives, Ninety-Seventh Congress, First Session (March 17, 19, 1981). Vol. I.
ED 206 847
Kids and Politics Do Mix: The Role of the Early Childhood Professional in Influencing Public Policy.
ED 207 690
Reauthorization: Vocational Education Act. Position Statement of National Association of State Directors of Vocational Education.
ED 206 809
Rehabilitation, Education, Training and Employment Programs Administered by the Veterans' Administration. Hearing before the Subcommittee on Education, Training and Employment of the Committee on Veterans' Affairs, House of Representatives, Ninety-Seventh Congress, First Session.
ED 206 901

Subject Index

Secondary Special Education Programs: A Procedures Manual. ED 206 800

Section 504: Help for the Learning Disabled College Student. ED 207 412

Summary of Existing Legislation Relating to the Handicapped. ED 207 270

The Yeshiva Case: One Year Later. ED 207 375

Federal Programs

Annual Evaluation Report. Volume I, Fiscal Year 1980. ED 207 264

Annual Evaluation Report. Volume II, Fiscal Year 1980. ED 207 265

Awarding Educational Credit for CETA Training: A Plan of Action. ED 206 897

CETA/EDUC Linkages Workshops. Proceedings (Blacksburg, Virginia, June 12-13, 1980; Norfolk, Virginia, June 16-17, 1980; Fredericksburg, Virginia, June 23-24, 1980). ED 206 898

Documentation of Assessment Systems Used By Prime Sponsors in the Evaluation of Training and Educational Attainment of Program Participants (Priority 6). ED 206 896

Federal and State Actions Needed To Overcome Problems in Administering the Title XX Program. Report to the Congress by the Comptroller General of the United States. ED 207 177

The Federal Role in Education: New Directions for the Eighties. ED 207 191

Report on Questions Raised and Requests Made at the 1980 National Conference of Librarians Serving Blind and Physically Handicapped Readers. ED 207 574

Research Universities and the National Interest: A Report from Fifteen University Presidents. ED 207 366

A Resource Guide for Mental Health and Support Services for the Elderly. ED 206 962

Treatment of Rural Areas: Planning Guidance for Administrative, Legislative, and Regulatory Action for FY 1982-83. ED 207 769

Veterans Educational Assistance Program (GI Bill). ED 207 408

What Kinds of Supplementary Intensive Reading Instruction Make a Difference? A Special Emphasis Report from the Right to Read Program. ED 206 998

What Kinds of Supplementary Intensive Reading Instruction Make a Difference? Report of Three Case Studies of the Special Emphasis Project. ED 206 999

Federal Regulation

The Federal Role in Education: New Directions for the Eighties. ED 207 191

Remarks of Mark S. Fowler, Chairman, Federal Communications Commission. ED 207 088

Feedback

Five to One Student Teaching Experience. ED 207 974

Optimization of Computerized Drills: An Instructional Approach. ED 207 555

Supervision: A Comprehensive Model. ED 207 941

Training Versus Instructions in the Acquisition of Cognitive Learning Strategies. ED 208 018

Females

Addicted Women: Family Dynamics, Self Perceptions, and Support Systems. Services Research Monograph Series. ED 206 984

An Analysis of Inquiries Regarding Women in Development as Directed to the Non-Formal Education Information Center by Development Planners, Practitioners, and Researchers. ED 207 601

Assessing Re-Entry Women's Life Experience Learning. ED 206 970

Assessment of Adherence to Eating Habit and Exercise Components in a Behavioral Weight Control Program. ED 206 946

Bring Me Men and Women. Mandated Change at the U.S. Air Force Academy. ED 207 437

Changing Women's Self-Perceptions: The Impact of a Psychology of Women Course. ED 206 961

Choosing a College Major in the Hard and Technical Sciences and the Professions: A Causal Explanation. ED 206 829

Comparison of Sex-Role Orientation and Personality Variables in Traditional Women and College Re-Entry Women. ED 206 945

Differences Between Women Who Choose Traditional and Non-Traditional Careers. ED 206 832

The Dream Deferred: A Golden Age for Women School Administrators. ED 207 161

The Dual-Profession Family and Children's Sex-Role Preferences. ED 207 722

Journalism History and Women's Experience: A Problem in Conceptual Change. ED 207 045

Making Experience Count in Sex Equity Programs. A Guide to Help State Sex Equity Coordinators Work with Employers and Adult Women to Further the Recognition of Women's Job-Relevant Life Experience Learning. ED 206 875

Nontraditional, Female, Commuter Students: Coping with College. ED 207 450

Occupational Aspirations of Talented Black Adolescent Females. ED 206 976

The Progress of Self-Reported Androgynous Behavior in College Women. ED 206 980

The Response of Higher Education to Women's Inequality. ED 207 449

Self-Esteem and Professionalism. ED 206 975

Sex Stereotyping Versus Perceived Value as the Mediator of Sex Differentiated Math Participation. ED 207 834

Student Types: Male and Female Changes Over a Decade. Research Report No. 14-80. ED 207 461

Study of Aspirations, Attitudes and Motivational Structure of Adolescent Girl Students of Iraq for Out-of-Home Jobs. ED 207 748

Study on Access of Women to Specialized and Scientific Education and Training and to the Corresponding Careers in the CSSR (Undertaken by the Ministries of Education of the Czech and Slovak Socialist Republics). ED 207 758

The Triple Bias: Rural, Minority and Female. ED 206 977

Women Entering Traditionally Male Professions: Achievement-Related Variables and Stress. ED 206 966

Feminism

Existential/Phenomenology as a Philosophical Base for a Feminist Psychology. ED 206 966

Fiction

Finding Materials on American Popular Culture in the MSU Libraries: Popular Music, Television, Comics, Popular Fiction, Movies. How to Find Series No. 9. ED 207 573

Finance Occupations

251

Persecutors, Victims and Rescuers in Harlequin Romances. ED 207 086

Field Dependence Independence

The Effects of a Networking Information Processing Strategy on the Learning of Field-Dependents When Receiving Visual Instructional Information. ED 207 493

The Role of Stimulus-Size on Performance in the Embedded-Figures-Test and in the Rod-and-Frame-Test and the Implications of This Role for the Perceptual and Cognitive Style Constructs in Educational Technology Research. ED 207 515

Field Experience Programs

Alternative Teacher Education Programs: Their Effect on Selected Students' Attitudes. ED 207 961

A Comparison of the Effectiveness of Student Teachers Who Have Had Extensive Early Field Experience With Those Who Have Not. ED 207 943

Study of the Career Intern Program. Final Report-Task A: Implementation. ED 206 841

Study of the Career Intern Program. Final Report-Task B: Assessment of Intern Outcomes. ED 206 842

Study of the Career Intern Program. Final Technical Report-Task C: Program Dynamics: Structure, Function, and Interrelationships. ED 206 843

Study of the Career Intern Program. Summary Report. ED 206 840

Study of the Career Intern Program. Task D: Final Report, Volume 2. Comparisons of the CIP with Other Similar Youth Programs. ED 206 844

Study of the Career Intern Program. Task D: Final Report, Volume 3. A Cost Analysis of the CIP. ED 206 845

Field Studies

Assessments of Performance in Teaching Field Study Instrument. ED 207 990

Field Tests

Implementing Interactive Telecommunications Services. Final Report on Problems Which Arise During Implementation of Field Trials and Demonstration Projects. ED 207 524

On-Site Evaluation in Illinois. ED 208 055

Theory Into Practice: Implementing Educational Programs. ED 207 204

Figurative Language

The Development of Metaphoric Operations. Final Report. ED 207 079

Film Production

Persuasive Films: Techniques Used to Change Attitudes. ED 207 513

Film Production Specialists

Persuasive Films: Techniques Used to Change Attitudes. ED 207 513

Films

Finding Materials on American Popular Culture in the MSU Libraries: Popular Music, Television, Comics, Popular Fiction, Movies. How to Find Series No. 9. ED 207 573

Persuasive Films: Techniques Used to Change Attitudes. ED 207 513

Finance Occupations

Follow-Up Study of Students Majoring in Banking, Finance and Credit, 1976-1981. Volume 11, Number 12. ED 207 665

Finance Reform

Head Start: An Effective Program But the Fund Distribution Formula Needs Revision and Management Controls Need Improvement. Report to the Congress of the United States by the Comptroller General.

ED 207 724

Reformation and Counter-Reformation in Illinois School Finance: 1973-1981.

ED 207 214

School Finance Reform and Special Education.

ED 207 165

School Finance Reform in the States: 1981.

ED 207 132

The State Role in Education Policy Innovation.

ED 207 160

Financial Needs

Salary Trends for Teachers: Survey and Analysis.

ED 207 965

Financial Policy

Colleges Respond to Decline: Resistance versus Application. Issues in Higher Education, No. 17.

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A Cost-Based Approach to the Funding of Educational Programs: An Application to Special Education.

ED 207 298

Second Annual Academic and Financial Study of Teacher Education Programs in Senior State Universities and Land-Grant Colleges. 1978-1979.

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Study of Student Housing Needs and Availability in Public Institutions of Higher Education.

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Financial Support

The Changing Patterns of School Enrolment and Their Implications for Educational Policy and Management.

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Channeling a Community's Aging Resources.

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The Establishment and Abolishment of a State-wide System of Education Service Agencies: The Kentucky Experience. ESA Study Series/Report No. III.

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Financing Community Colleges, 1981.

ED 207 631

Institutional Advancement Strategies in Hard Times. AAHE-ERIC/Higher Education Research Report No. 2.

ED 207 475

Ontario Universities Statistical Compendium, 1970-71 to 1979-80. Part A, Macro-Indicators.

ED 207 439

Oversight of Indian Program Budgets. Hearing Before the Select Committee on Indian Affairs. United States Senate, Ninety-Seventh Congress, First Session on Review of Budget Submissions of the Bureau of Indian Affairs, Department of the Interior; Indian Health Service, Department of Health and Human Services; Office of Indian Education, Department of Education; and Indian Housing, Department of Housing and Urban Development.

ED 207 772

Thirty-Third Annual Report of Indian Education in Eastern Oklahoma.

ED 207 736

Fire Protection

Kitchen Safety. Technical Assistance and Dissemination System: Illinois Special Needs Populations

ED 206 836

Shop Safety. Technical Assistance and Dissemination System: Illinois Special Needs Populations.

ED 206 839

First Aid

Prevalence Study of the Risk of Burns in the Public Schools Population in Charleston, South Carolina (Under the Direction of Stanley Schuman).

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Shop Safety. Technical Assistance and Dissemination System: Illinois Special Needs Populations.

ED 206 839

You Alone in the North Woods: The Lost Hunter's Guide.

ED 207 749

Fisheries

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Fles

Introduction to French: Colors, Numbers, and Body/Clothing.

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Introduction to German: Colors, Numbers, and Body/Clothing.

ED 207 344

Introduction to Spanish: Colors, Numbers, and Body/Clothing.

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Flight Training

Advanced Multiple Processor Configuration Study. Final Report.

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Florida

Catalog of Innovations Development. Innovative Programs in Vocational Education, 1981. Final Report, July 1, 1980-June 30, 1981.

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Followup Studies

Student Accountability Model (SAM) Operations Manual.

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Food

Feed, Need, Greed: Food Resources & Population. A High School Curriculum.

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Food Consumption

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Food Supply

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Foreign Countries

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An Examination of Achievement Related Behavior of High and Low Achieving Inner City Pupils.

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Graduate Student Incomes in Ontario, 1979-80.

ED 207 444

The Structure of Foreign News.

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Foreign Culture

China Bound: A Handbook for American Students, Researchers and Teachers.

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Foreign Policy

Peace, Security and the 1980 Elections.

ED 207 891

Foreign Students

The Foreign Student in American Graduate Schools.

ED 207 411

Format and Evaluation of the Cross-Cultural Component of a Foreign Teaching Assistant Training Program.

ED 207 100

Formative Evaluation

The Future of Indian People Rests with Their Young. An Administrative and Programmatic Study of the Office of Indian Education, U.S. Department of Education.

ED 207 777

Instructional Evaluation Techniques: Ends Dictate the Means.

ED 207 596

On-Site Evaluation in Illinois.

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Project Plan: The MEDARP Documentation Unit to the School Improvement and Local School Development Projects.

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Free Writing

Six Reports on Free Writing: A Summary of the FRIS Project. "Didakometry" No. 61.

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Freedom of Speech

Censorship in Public Schools.

ED 207 118

Journalism, Privacy, and Embarrassing Facts: A Critical Review of the Newsworthiness Defense.

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The Role of the Colegio de Periodistas in the Journalism of Chile.

ED 207 057

William Brennan and the Failed "Theory" of Actual Malice.

ED 207 043

Freire (Paulo)

Reconceptualizing the Theory-Base of Educational Technology: Re-opening the Theory-Practice Debates.

ED 207 502//

French

Difficultés d'apprentissage de la langue seconde chez l'immigrant adulte en situation scolaire: Une étude dans le contexte québécois (Adult Immigrants' Problems in Learning a Second Language in an Academic Setting: A Study in the Context of Quebec Culture and Practice). Publication B-101.

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Introduction to French: Colors, Numbers, and Body/Clothing.

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Freshman Composition

Language Analysis: Critical Reading and Writing-What's the Connection?

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Frontier History

The American Cowboy as Depicted Through Music and Poetry: Instructional Materials for the Elementary Classroom Teacher.

ED 207 901

Frustration

The Differential Effects of Frustration and Success Upon Competitive and Cooperative Behavior.

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Fuel Consumption

An Analysis of Energy Use on Community College Campuses.

ED 207 829

Cost Effectiveness of Premium Versus Regular Gasoline in MCPS Buses.

ED 208 048

Measuring Energy Conservation with Utility Bills.

ED 207 828

Fuels

Alcohol Fuel Production for Vocational Students: Secondary, Postsecondary.

ED 206 895

Full Time Equivalency

Ontario Universities Statistical Compendium, 1970-71 to 1979-80. Part A, Macro-Indicators.

ED 207 439

Full Time Students

The American Freshman: National Norms for Fall 1980.

ED 207 404

Subject Index

- Graduate Student Incomes in Ontario, 1979-80.
ED 207 444
- Functional Linguistics**
It's Your Turn. Exploring Functional Language.
Participant's Manual.
ED 207 357
Teacher Talk Works. Exploring Functional Language.
Participant's Manual.
ED 207 356
Transitions: Activity between Activities. Exploring
Functional Language. Participant's Manual.
ED 207 355
A Way with Words. Exploring Functional Language.
Participant's Manual.
ED 207 352
What's What with Questions. Exploring Functional
Language. Participant's Manual.
ED 207 353
When Is Reading? Exploring Functional Language.
Participant's Manual.
ED 207 354
- Functional Literacy**
Toward a Research Base for the Least Restrictive
Environment: A Collection of Papers.
ED 207 978
- Fund Raising**
The Complete Grants Sourcebook for Higher
Education.
ED 207 477//
The Corporate Stake in Higher Education: An
Underdeveloped Potential.
ED 207 419
Guide to Proposal Writing and Project Management
in Vocational Education. Book 1: Planning
a Proposal.
ED 206 819
Institutional Advancement Strategies in Hard
Times. AAHE-ERIC/Higher Education Research
Report No. 2.
ED 207 475
New Goals for Corporate Giving to Higher Education.
ED 207 440
- Funding Formulas**
Bibliographic Materials Fund Allocation Formula
in Use at Radford University.
ED 207 547
- Fused Curriculum**
The Importance of Native American Studies in
the Social Studies Curriculum. Occasional Paper
#8.
ED 207 878
- Futures (of Society)**
Advisory Councils on Vocational Education—
Retrospect and Prospect.
ED 206 804
"Balancing Technological and Human Resources
Development: A New Priority for Rural
America."
ED 206 921
Educating for a New Millennium: Views of 132
International Scholars.
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Forecasting and Maximizing Post-Secondary Futures:
Dilemmas Over Negative Futures and
Their Hidden Costs.
ED 207 369
The Future, Extraterrestrial Space Humanization
and Sociology.
ED 207 909
The Future of Education: Policy Issues and
Challenges.
ED 207 188//
Higher Education for the 1980s. Challenges and
Responses. Report of the Hiroshima International
Seminar on Higher Education (2nd, Hiroshima,
Japan, January 29-31, 1980).
ED 207 399
How Will Educational Institutions Respond to
Changing Values and Lifelong Learning?
ED 207 629
Perspectives of Global Education: A Sourcebook
for Classroom Teachers.
ED 207 850
Rural Land Use: A Need for New Priorities.
ED 206 922
The Shrinking Maze. Report of the University of
Calgary Program Review Committee.
ED 207 384

- Uses of Future Studies Techniques by Educational
Administrators.
ED 207 134
What People Will Need to Know in the 80s and
Beyond to Be Intelligent Consumers and Effective
Homemakers (Content for Consumer and Home-
making Education).
ED 206 825
- G I Bill**
Veterans Educational Assistance Program (GI
Bill).
ED 207 408
- Gallaudet College DC**
Research at Gallaudet College.
ED 207 280
- Games**
The Computer as Coach: An Athletic Paradigm
for Intellectual Education. AI Memo 389.
ED 207 586
Innovative Perceptual Motor Activities: Program-
ming Techniques That Work.
ED 207 301
Motor Development Relays.
ED 207 311
Movement Discovery Linking the Impossible to
the Possible.
ED 207 310
Organizational Strategies Individualizing Instruc-
tion for Physical Education.
ED 207 296
Wusor II: A Computer Aided Instruction Program
with Student Modeling Capabilities. AI
Memo 417.
ED 207 587
- General Aviation**
NASA's Role in Aeronautics: A Workshop.
Volume IV - General Aviation.
ED 207 864
- General Education**
Development of a Rationale and Justification for
the Specification of General Education Goals
within History Curricula.
ED 207 897
Higher Education in Developing Countries: A
Cost-Benefit Analysis. Staff Working Paper No.
440.
ED 207 371
I. D. S. [Interdisciplinary Studies in General Education]:
A Program for the 80's.
ED 207 635
Project Lodestar Special Report.
ED 207 415
- Generic Affective Competencies Model**
Generic Affective Teaching Competencies, and
Personal Efficacy Needs of Hispanic Students in
Public Schools.
ED 207 291
- Geographic Distribution**
Distribution of High School Graduates and College-
Going Rate. New York State, Fall 1980.
ED 207 417
- Geometric Concepts**
Velocity Space and the Geometry of Planetary
Orbits. Artificial Intelligence Memo No. 320.
ED 207 807
- Geometry**
A Low-Inference Indicator of Lesson Structure in
Mathematics.
ED 207 856
- Georgia State University**
Public Image of the University: Perceptions of
High School Counselors. Institutional Research
Report No. 81-19.
ED 207 389
- German**
Introduction to German: Colors, Numbers, and
Body/Clothing.
ED 207 344
- Germany**
Education in Germany: A Bibliography of English
Language Publications.
ED 207 894
Practical Guide for the Selection of Audio Visual
Media. General Criteria System and Evaluation
Procedure for Educational Media Decisions.
ED 207 591

Government Role

253

- Gestures**
Gestures of India: A Study of Emblems among
Punjabi Residents of Canada.
ED 207 093
- Gifted**
Final Report of Project S.I.D. (Strength in Differences),
July 1, 1980-June 30, 1981.
ED 206 891
Hearing Officer Handbook.
ED 207 282
The Minority/Majority Experiences Study, 1978-
79: Gifted and Talented Services.
ED 208 044
Strategies for Identification and Academic Development
of the Gifted/Talented Bilingual Student.
ED 207 290
Summer College for Kids 1980. Session I: June 16
through July 3. Session II: July 7 through July 24.
ED 207 618
- Global Approach**
Ecosocial Studies: A Strategy to Develop Global
Perspectives and Relationships Among Nations
and Between Humans and Their Natural/Social
Environments.
ED 207 816
Global Housing Prospects: The Resource Constraints.
Worldwatch Paper 46.
ED 207 898
Multicultural and Global Education: Relationships
and Possibilities. World Education Monograph
Series Number Three.
ED 207 915
New Directions in Social and Cultural Anthropology:
Pushing Back the Chairs, Opening the Doors.
ED 207 616
Perspectives of Global Education: A Sourcebook
for Classroom Teachers.
ED 207 850
Proceedings of the Conference: Universities in
World Network of Information and Communication
(3rd, Dubrovnik, May 20-23, 1980).
ED 207 538
Teaching Students to be Proactive Change Agents
in a Global Age: A New Direction for Preservice
and Inservice Teacher Education.
ED 207 952
World Food Resources and Population: The Narrowing
Margin.
ED 207 924
- Goal Orientation**
Coorientation Time Trends in a Small Group.
ED 207 097
- Governance**
The Corporate Authority of Governing Boards of
Colleges and Universities at the Turn of the Century:
A Review of Statutes and Court Decisions.
ED 207 457
The Yeshiva Case: One Year Later.
ED 207 375
- Governing Boards**
Purposes and Leadership.
ED 207 445
- Government (Administrative Body)**
The White House Conference on the Family:
Some Observations.
ED 207 908
- Government Employees**
Sexual Harassment in the Federal Workplace: Is
It a Problem? A Report of the U.S. Merit Systems
Protection Board Office of Merit Systems Review
and Studies.
ED 206 960
- Government Libraries**
FLC/FEDLINK AACR 2 Cataloging Manual for
Federal Libraries.
ED 207 542
- Government Publications**
Joint Regional Depository for United States Public
Documents: A Case Study in Nebraska.
ED 207 543
- Government Role**
Development of Productive Skills. Report of a
Sub-Regional APEID Workshop on Non-Formal
and Alternative Structures in Education with
Emphasis on Development of Productive Skills (Philippines,
May 28-June 16, 1979).
ED 206 799

The Federal Role in Education: New Directions for the Eighties.

ED 207 191

Head Start: An Effective Program But the Fund Distribution Formula Needs Revision and Management Controls Need Improvement. Report to the Congress of the United States by the Comptroller General.

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Prospects for Adult Education and Development in Asia and the Pacific. Report of a Regional Seminar (Bangkok, November 24-December 4, 1980).

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Selected Readings on U.S. Immigration Policy and Law. A Compendium.

ED 208 091

Vocational Education: Purposes, Roles, Responsibilities. Position Statement of National Association of State Directors of Vocational Education.

ED 206 808

Government School Relationship

Better Accountability Needed at the Medical University of South Carolina. Report by the Comptroller General of the United States.

ED 207 377

A Comparison of Federal, State and Local Policies Affecting Education of Handicapped Children in Montgomery County Public Schools.

ED 208 045

Coping With Curricular Change in Academe. The AIR Professional File No.9, Spring 1981.

ED 207 436

Higher Education in American Society.

ED 207 405//

Institutional Advancement Strategies in Hard Times. AAHE-ERIC/Higher Education Research Report No. 2.

ED 207 475

Research Universities and the National Interest: A Report from Fifteen University Presidents.

ED 207 366

Treatment of Rural Areas: Planning Guidance for Administrative, Legislative, and Regulatory Action for FY 1982-83.

ED 207 769

Grade Point Average

An Analysis of the Relationships of Academic Success and Selected Achievement/Attitude Tests.

ED 207 636

Grade Prediction

An Analysis of the Relationships of Academic Success and Selected Achievement/Attitude Tests.

ED 207 636

A Study of Admissions Criteria and Its Relationship to Achievement in Connecticut Regional Vocational Technical Schools.

ED 206 934

Grade Repetition

Failure Syndrome: Stress Factor for Middle School Children.

ED 207 680

Retain or Promote? Research Action Brief. Number 16.

ED 207 125

Grade 1

Early Identification System: Year Two. Research Report 80-15.

ED 207 677

Grade 11

The Development and Analysis of a Test on "Responsibility" for High School Students.

ED 208 000

Grade 3

Problem Solving with Calculators in Elementary School Mathematics: Report to the Protestant School Board of Greater Montreal.

ED 207 827

Grade 5

Problem Solving with Calculators in Elementary School Mathematics: Report to the Protestant School Board of Greater Montreal.

ED 207 827

Grade 6

Final Report of the Brookline LOGO Project, Part III: Profiles of Individual Student's Work. Artificial Intelligence Memo No. 546.

ED 207 802

Final Report of the Brookline LOGO Project, Part II: Project Summary and Data Analysis. Artificial Intelligence Memo No. 545.

ED 207 801

Interim Report of the LOGO Project in the Brookline Public Schools: An Assessment and Documentation of a Children's Computer Laboratory. Artificial Intelligence Memo No. 484.

ED 207 799

Grade 8

The Development and Analysis of a Grade Eight Physical Science Test.

ED 207 999

Grading

Syntactic Maturity and Grading: A Correlational Study.

ED 207 071

Graduate Medical Education

Health Manpower Assessment Within the Framework of Area Health Education Center Evaluation.

ED 206 824

Graduate Students

The Foreign Student in American Graduate Schools.

ED 207 411

Graduate Student Incomes in Ontario, 1979-80.

ED 207 444

A Survey of In-Service Teacher Training Programs for Graduate Teaching Assistants in Basic Communication Courses.

ED 207 106

Graduate Study

Doctorate Recipients from United States Universities. Summary Report 1980.

ED 207 386

Preparing for Graduate Study in Psychology: Not for Seniors Only!

ED 207 929//

Promoting Classroom Teacher Research.

ED 207 951

Teaching Social Work Research: Alternative Programs and Strategies.

ED 207 367

Graduate Surveys

A Study to Design and Implement Employer-Based Evaluation of 1980 Vocational Education Completers and Leavers. Final Report.

ED 206 933

Graduates

A Long-Range Follow-up of Post-Secondary Vocational, Technical and Adult Education Graduates. Final Report.

ED 206 859

Graduation Requirements

Ramifications of the Minimum Competency Movement for Special Education.

ED 207 234

Regents Examinations and Competency Tests: School Administrator's Manual. 1981 Edition.

ED 208 058

Grammar

Formal Indonesian.

ED 207 363

Notes on Grammar: Singing in ESL with Songs for the Grammar Class.

ED 207 336

Grantsmanship

The Complete Grants Sourcebook for Higher Education.

ED 207 477//

Graphic Organizers

The Compensatory Effect of Graphic Organizer Instruction on Text Structure.

ED 208 019

Great Lakes

A Sourcebook of Marine Activities Developed in the Milwaukee Great Lakes Summer Education Program, 1977 and 1978.

ED 207 851

Greek Americans

District 30 Queens. Chapter 720. Greek-English, Korean-English. Final Report.

ED 208 087

A Project in Multicultural Learning: Greek-American Contributions to American Society.

ED 208 090

Grievance Procedures

Como Puede Mejorar el Programa de Educacion Migrante con el Poder e Influencia de los Padres. Parent Power in the Migrant Education Program: How to Make a Difference.

ED 207 759

Group Activities

You and Me and Human Sexuality. Teacher's Manual.

ED 206 940

Group Assessment of Interpersonal Traits

Rating Openness: A Training Manual.

ED 206 943

Group Behavior

Coorientation Time Trends in a Small Group.

ED 207 097

The Differential Effects of Frustration and Success Upon Competitive and Cooperative Behavior.

ED 206 969

Small Group Communication in the 1980's.

ED 207 092

Group Dynamics

Children's Interpersonal Relationships: Playground Games and Social Cognitive Skills. Final Report.

ED 207 697

Coorientation Time Trends in a Small Group.

ED 207 097

Cost-Effective Training Strategy at Field Level Strengthens Influence of Extension Agents in Community.

ED 207 519

Equivocal Messages in Organizations.

ED 207 122

[Parenting for Parents and Professionals and Group Interaction: An Annotated Bibliography.]

ED 207 683

Group Status

Media Effects on the Perceived Legitimacy of Deviant Political Groups: Two Experiments.

ED 207 046

The Role of the Colegio de Periodistas in the Journalism of Chile.

ED 207 057

Group Structure

Problems of Complex Systems: A Model of System Problem Solving Applied to Schools.

ED 207 164

Groups

The Role of Local Action Teams in School Improvement. Linking R&D with Schools.

ED 207 251

Guelph Rural Development Outreach Project

Approaches to Rural Development: The Guelph Experience.

ED 207 778

Guidance Programs

Continuing Education for Business. Monograph 134.

ED 206 879

Product Evaluation of the Counseling and Career Guidance Component of the Detroit Desegregation Court Order.

ED 208 112

Guidelines

An Evaluation of Work Experience Programmes Operating in Government Secondary Schools in Western Australia. Discussion Paper No. 10.

ED 206 909

Guidelines for Industrial Education Programs in Elementary and Secondary Schools, Regional Occupational Centers, and Regional Occupational Programs. Revised.

ED 206 826

A Model Framework for Course Materials Construction. Third Edition.

ED 207 839

Subject Index

The OEMA Fall Conference Planners Handbook. 1981 Edition.

ED 207 590

Saving Schoolhouse Energy. Final Report.

ED 207 838

Submission, Rejection, Frustration: Perhaps There Isn't A Better Way.

ED 207 473

Writing Guide for Student Oceanography and Marine Biology Field Research Reports.

ED 207 844

Guides

Final Report of Project S.I.D. (Strength in Differences), July 1, 1980-June 30, 1981.

ED 206 891

Gymnasiums

A Data Based Gymnasium: A Systematic Approach to Physical Education for the Handicapped.

ED 207 271

Gymnastics

Cognitive Somatic Behavioral Interventions for Maximizing Gymnastic Performance.

ED 207 948

Handicapped Childrens Early Education

Program

Handicapped Children's Early Education Program. 1980-81 Overview and Directory.

ED 207 279

Harlequin Romances

Persecutors, Victims and Rescuers in Harlequin Romances.

ED 207 086

Hawaii

Ethnic Differences in the Nutritiousness of Diets of Hawai'i's Children.

ED 208 083

A Plan for Sex Equity in Postsecondary Vocational Programs, State of Hawaii.

ED 206 881

Planning Resource.

ED 207 653

Health

The International Directory of Child Development Research.

ED 207 719

Press Responsibility for Health News: Beyond Precision and Toward Prevention.

ED 207 054

Health Education

The Coalescence of Philosophy and Process in School Health Education.

ED 207 934

Outdoor Education for K-12: The What, Why, Where, When, and How. Proceedings of a Workshop Co-sponsored by USDI Fish and Wildlife Service and East Carolina University (Swanquarter, North Carolina, June 17, 1981).

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Reading in Health/Physical Education/Recreation Classes.

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Teaching Nutrition: A Review of Programs and Research.

ED 207 840

Health Needs

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ED 208 080

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ED 207 720

Health Occupations

Report of Factors Influencing the Election of Nontraditional Vocational Programs by High School Males. Part I-Related Literature and Procedures.

ED 206 892

Health Occupations Students of America

HOSA Competitive Event Guidelines. Health Occupations Students of America. Students with Special Needs.

ED 206 894

Health Personnel

Examining Management Success Potential.

ED 207 239

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ED 207 383

Health Programs

Health-Related Services: Program Components and Models of Health and Health-Related Services for Refugees.

ED 208 075

Health Services

Evaluation of the Training Development Program.

ED 206 802

Health-Related Services: Program Components and Models of Health and Health-Related Services for Refugees.

ED 208 075

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ED 207 712

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ED 206 803

Hearing Impairments

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ED 206 905

Hearing Officers

A Handbook for Hearing Officers. Revised.

ED 207 293

Hearing Officer Handbook.

ED 207 282

Hearings

A Handbook for Hearing Officers. Revised.

ED 207 293

Hearing Officer Handbook.

ED 207 282

Hebrew

Instrument Development for Informal Diagnosis of Hebrew as a Second Language Spelling Miscues.

ED 207 326

Helping Relationship

Senior Adult Consumer Advisory Manual.

ED 206 939

Supervision: A Comprehensive Model.

ED 207 941

Helplessness

Attributions, Learned Helplessness and Sex Differences in Achievement.

ED 208 020

Hematology

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ED 206 880

Heroin Addicts

Heroin-Addicted Parents and Their Children. Two Reports. Services Research Report.

ED 206 988

Heterogeneous Grouping

A Comparison of Multi-Age and Homogeneous Age Grouping in Early Childhood Centers.

ED 207 673

Heuristic Methods

Distance University Students' Use of Course Material to Complete Mathematics Exercises.

ED 207 848

Higher Education

255

Heuristics

Teaching Children to Solve One-Step Word Problems.

ED 207 849

High Achievement

Chicano Scholars: Against All Odds.

ED 207 743

High Risk Students

A Plan for Improving Instruction and Services for Developmental Skills Students at Fresno City College.

ED 207 656

High School Equivalency Programs

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ED 206 806

Evaluation of ADVANCE: A Nontraditional Adult Diploma Program.

ED 206 807

High School Graduates

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ED 207 417

Why They Didn't Apply.

ED 207 403

High School Seniors

Alaska High School Seniors Survey Report, 1979-80.

ED 207 431

Highlights from Student Drug Use in America 1975-1980.

ED 206 958

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ED 207 761

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ED 207 661

High School Students

Application Statistics, 1980.

ED 207 434

HOSA Competitive Event Guidelines. Health Occupations Students of America. Students with Special Needs.

ED 206 894

Predicting College Achievement Using Performance in College-Level Courses Taken in High School, SAT Scores, and High School Rank.

ED 207 414

Study of the Career Intern Program. Final Technical Report-Task C: Program Dynamics: Structure, Function, and Interrelationships.

ED 206 843

Study of the Career Intern Program. Summary Report.

ED 206 840

Study of the Career Intern Program. Task D: Final Report, Volume 2. Comparisons of the CIP with Other Similar Youth Programs.

ED 206 844

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ED 206 845

High Schools

The Martin Report: What Goes on in English Lessons. Case Studies from Government High Schools, Western Australia.

ED 207 078

New Mexico Dropout Study, 1976-1977.

ED 207 737

New Mexico Dropout Study, 1977-78 and 1978-79.

ED 207 775

New Mexico Dropout Study, 1979-80.

ED 207 776

Higher Education

Beyond Productivity to Quality.

ED 207 385

The Big Game. College Sports and American Life.

ED 207 468

Case Studies in Higher Education Ministries.

ED 207 387

- The Contribution of Psychology to Canadian Higher Education. ED 207 427
- The Corporate Stake in Higher Education: An Underdeveloped Potential. ED 207 419
- The Costs of Higher Education: How Much Do Colleges and Universities Spend per Student and How Much Should They Spend? ED 207 368
- Degrees and Other Formal Awards Conferred by Kentucky Colleges and Universities, 1980. ED 207 424
- Directory of Faculty Contracts and Bargaining Agents in Institutions of Higher Education. ED 207 466
- Financial Statistics of Institutions of Higher Education: Fiscal Year 1979. State Data. ED 207 378
- The Functions of Institutional Research. ED 207 443
- Higher Education for the 1980s. Challenges and Responses. Report of the Hiroshima International Seminar on Higher Education (2nd, Hiroshima, Japan, January 29-31, 1980). ED 207 399
- Higher Education in American Society. ED 207 405//
- Institutional Advancement Strategies in Hard Times. AAHE-ERIC/Higher Education Research Report No. 2. ED 207 475
- Kentucky College and University Enrollments, Fall 1980. ED 207 426
- Motivating the Mexican-American Student Towards Higher Education. ED 207 739
- National College Databank. Second Edition. ED 207 476//
- New Goals for Corporate Giving to Higher Education. ED 207 440
- Public Policy and College Management. Title III of the Higher Education Act. ED 207 442//
- Research Universities and the National Interest: A Report from Fifteen University Presidents. ED 207 366
- State-of-the-Art Review of Bibliographic Control in Higher Education in Canada. ED 207 429
- Technology Education Symposium II. Program Theme: "Technological Literacy" (Menomonie, Wisconsin, May 1-2, 1981). ED 206 915
- 3,270 Postsecondary Institutions Accredited in 1980-81. ED 207 425
- Higher Education Act Title III**
- Public Policy and College Management. Title III of the Higher Education Act. ED 207 442//
- Higher Education General Information**
- Survey
- 3,270 Postsecondary Institutions Accredited in 1980-81. ED 207 425
- Higher Horizons Program**
- Higher Horizons 100, 1980-81 Compensatory Program Evaluation. Report 81-7. ED 207 028
- Hiram College OH**
- Linking Architecture and History in the Teaching of Undergraduates: A Three Course Sequence. ED 207 421
- Hispanic American Culture**
- Simbolos Nacionales. National Symbols. ED 207 785
- Hispanic Americans**
- Bilingual Education Community Study: Implementing Bilingual Education in an Urban Midwestern Context. ED 207 727
- Counseling and Minorities: A Bibliography. ED 206 968
- DataTrack 6: Blacks and Hispanics in the United States. ED 207 869

- The Education of Nonmetro Hispanics. Rural Development Research Report Number 31. ED 207 735
- El Estado de la Educacion para los Hispanos en los Estados Unidos (The Condition of Education for Hispanics in the United States). ED 207 767
- Exercises in Cross-Cultural Communication for Teachers of English to Spanish Speakers. Hand-out Series. ED 208 071
- Final Evaluation Report on Detroit's Bilingual Individualized Instructional Management System Project, 1978-1979. ED 208 121
- Generic Affective Teaching Competencies, and Personal Efficacy Needs of Hispanic Students in Public Schools. ED 207 291
- Hispanic Vocational Exploration Project. Final Report. ED 206 936
- The Role of Language Characteristics in the Socioeconomic Attainment Process of Hispanic Origin Men and Women. ED 207 763
- The Spanish Speaking and Library Services: A Systematic Review and Analysis. ED 207 753
- A Treasure Chest: Stories and Surprises. ED 207 782
- Historiography**
- Qualitative Studies: Historiographical Antecedents. ED 207 893
- History Instruction**
- Development of a Rationale and Justification for the Specification of General Education Goals within History Curricula. ED 207 897
- Guide to the Intergration of Selected Concepts of Economics into the History Curriculum of Fort Worth Country Day School. ED 207 879
- Holidays**
- Eventos de Noviembre (November Events). ED 207 784
- Eventos de Octubre (October Events). ED 207 783
- Holistic Approach**
- Towards a Holistic Theory of Adult Education: Academic-Skills-Deprivation, Cause and Cure. ED 207 456
- Home Economics**
- A Comprehensive National Plan for New Initiatives in Home Economics Research, Extension, and Higher Education. ED 207 401
- Impact Research Focusing on Mildly Mentally Handicapped Students in Secondary Vocational Consumer and Homemaking Programs in Minnesota. ED 206 899
- The National Census Study of Secondary Vocational Consumer and Homemaking Programs. A Final Report. ED 206 916
- Home Economics Education**
- What People Will Need to Know in the 80s and Beyond to Be Intelligent Consumers and Effective Homemakers (Content for Consumer and Homemaking Education). ED 206 825
- Home Programs**
- Home Based Information Packet. ED 207 695
- Home Visits**
- Home Based Information Packet. ED 207 695
- Homebound**
- "Never Too Late..." Extending Continuing Education to the Elderly Homebound: Manual. ED 207 638
- Homemakers**
- Comparison of Sex-Role Orientation and Personality Variables in Traditional Women and College Re-Entry Women. ED 206 945

- Women At Work and At Home: Implications for Depression and Mental Health. ED 206 982
- Homerooms**
- Five "R's" for Middle School. Strategies for Teaching Affective Education in the Schools. ED 207 953
- Homogeneous Grouping**
- A Comparison of Multi-Age and Homogeneous Age Grouping in Early Childhood Centers. ED 207 673
- Hoover (J Edgar)**
- Hale Boggs on J. Edgar Hoover: Rhetorical Choice and Political Denunciation. ED 207 098
- Horticulture**
- Development of Procedures for Assessing the Impact of Vocational Education Research and Development on Vocational Education (Project IMPACT). Volume 4-A Case Study of Illinois Projects in Horticulture. ED 206 813
- Housing**
- Global Housing Prospects: The Resource Constraints. Worldwatch Paper 46. ED 207 898
- Human Factors Engineering**
- Human Factors and Robotics: Current Status and Future Prospects. ED 206 911
- Human Relations**
- Supervision: A Comprehensive Model. ED 207 941
- Human Relations Programs**
- Effects of Human Relations Training on Intellectual and Moral Development. ED 207 963
- Human Resources**
- "Balancing Technological and Human Resources Development: A New Priority for Rural America." ED 206 921
- Toward an American Rural Renaissance: Realizing Rural Human Resource Development during the Decade of the Eighties. Final Technical Report. ED 206 917
- Human Services**
- Academic Disciplines and Debates: An Essay on Criminal Justice and Criminology as Professions in Higher Education. ED 207 397
- A Glossary of Terms, Acronyms, and Abbreviations Used in the Department of Health and Social Services. ED 207 571
- A Heuristic Model of Criminology and Criminal Justice. ED 207 393
- Information Systems for the Human Services. Project SHARE. Human Services Bibliography Series. ED 207 562
- Oversight of the Domestic Volunteer Service Act, 1981. Hearing before the Subcommittee on Aging, Family and Human Services of the Committee on Labor and Human Resources, United States Senate, Ninety-Seventh Congress, First Session (April 9, 1981). ED 206 874
- Using 1980 Census Data for Local-Level Advocacy: An Introduction for Nontechnical Readers. ED 207 899
- Humanism**
- Taking the Radical Risk: Diary of a San Francisco State Professor. ED 207 447
- Humanistic Education**
- Five "R's" for Middle School. Strategies for Teaching Affective Education in the Schools. ED 207 953
- Generic Affective Teaching Competencies, and Personal Efficacy Needs of Hispanic Students in Public Schools. ED 207 291

Subject Index

How Will Educational Institutions Respond to Changing Values and Lifelong Learning? ED 207 629

Humanism and the Christian Tradition: The Experience of Four Upper Midwest Church Colleges. ED 207 374

Humanistic Literacy and the Community College Student. ED 207 630

Humanities Instruction

Humanistic Literacy and the Community College Student. ED 207 630

Humor

Community in the Schools—To Teach a Craft and Study Oldtime Radio Humor. ED 207 666

The Harry "A" Chesler Collection of Illustration and Comic Art at Fairleigh Dickinson University: A Booklist. ED 207 572

Hunter Safety

You Alone in the North Woods: The Lost Hunter's Guide. ED 207 749

Hyperactivity

Differential Characteristics for Hyperactive Children High and Low on Aggression. ED 207 717

Hyperactivity as a Personality Disorder. ED 207 715

Peer Perceptions of the Behavior of Hyperactive Children. ED 207 701

Hypothesis Testing

Regulation of Nonverbal Intimacy: Searching for an Adequate Methodology. ED 207 115

Idaho

Certification Standards for Professional School Personnel. Revised July 1, 1981. ED 207 977

Identification

Early Identification System: Year Two. Research Report 80-15. ED 207 677

Making Experience Count in Sex Equity Programs. A Guide to Help State Sex Equity Coordinators Work with Employers and Adult Women to Further the Recognition of Women's Job-Relevant Life Experience Learning. ED 206 875

Peer Perceptions of the Behavior of Hyperactive Children. ED 207 701

Identification (Psychology)

Role Model Choice: Who Do Women Say Their Models Are? ED 206 986

Idioms

Interpreting Idioms. ED 207 040

Illegal Drug Use

Highlights from Student Drug Use in America 1975-1980. ED 206 958

Illegal Immigrants

Selected Readings on U.S. Immigration Policy and Law. A Compendium. ED 208 091

Illinois

Evaluation of Vocational Education Programs Serving Limited English Proficiency Students. An Analysis of the Illinois Three Phase System. ED 206 855

Evaluation of Vocational Education Programs Serving Limited English Proficiency Students. An Analysis of the Illinois Three Phase System. Executive Summary. ED 206 856

Identification, Assessment, and Placement of Limited English Proficiency Students in Vocational Education. A Study of Current Practices in Illinois. ED 206 854

Illinois Capacity Building Project. Final Report. ED 207 561

A Manual of Procedures for Approving Illinois Teacher Education Institutions and Programs. Revised Edition, 1980. ED 207 980

Minimum Requirements for State Certificates. Revised August 1, 1980. ED 207 979

On-Site Evaluation in Illinois. ED 208 055

Reformation and Counter-Reformation in Illinois School Finance: 1973-1981. ED 207 214

Illinois Inventory of Educational Progress

A Test of a Structural Model of Student Background and Motivation Variables Influencing Student Test Performance. ED 208 026

Illinois Network Exemplary Occup Educ Prog

Development of Procedures for Assessing the Impact of Vocational Education Research and Development on Vocational Education (Project IMPACT). Volume 3—A Case Study of the Illinois Network of Exemplary Occupational Education Programs for Handicapped and Disadvantaged Students. ED 206 812

Illinois Occupational Curriculum Project

Development of Procedures for Assessing the Impact of Vocational Education Research and Development on Vocational Education (Project IMPACT). Volume 2—A Case Study of the Illinois Occupational Curriculum Project. ED 206 811

Illustrations

Analyzing Functions of Illustrations in Text. ED 207 496//

Comprehension of Text and Pictures. Final Report. ED 207 013

The Harry "A" Chesler Collection of Illustration and Comic Art at Fairleigh Dickinson University: A Booklist. ED 207 572

Imitation

Role Model Choice: Who Do Women Say Their Models Are? ED 206 986

Immigrants

Difficultés d'apprentissage de la langue seconde chez l'immigrant adulte en situation scolaire: Une étude dans le contexte québécois (Adult Immigrants' Problems in Learning a Second Language in an Academic Setting: A Study in the Context of Quebec Culture and Practice). Publication B-101. ED 207 332

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The New Asian Immigrants. ED 208 078

A Project in Multicultural Learning: Greek-American Contributions to American Society. ED 208 090

Selected Readings on U.S. Immigration Policy and Law. A Compendium. ED 208 091

Social Adjustment Services: Program Components and Models of Social Adjustment Services for Refugees. ED 208 072

Survey of Immigrant and Refugee Students at the University of California, Berkeley. ED 207 433

Impact

Development of Procedures for Assessing the Impact of Vocational Education Research and Development on Vocational Education (Project IMPACT). Volume 1—Context and Principles of Assessing Impact. ED 206 810

Development of Procedures for Assessing the Impact of Vocational Education Research and Development on Vocational Education (Project IMPACT). Volume 2—A Case Study of the Illinois Occupational Curriculum Project. ED 206 798

Indexing

257

ED 206 811
Development of Procedures for Assessing the Impact of Vocational Education Research and Development on Vocational Education (Project IMPACT). Volume 4—A Case Study of Illinois Projects in Horticulture. ED 206 813

Development of Procedures for Assessing the Impact of Vocational Education Research and Development on Vocational Education (Project IMPACT). Volume 5—A Case Study of Illinois Career Education Projects at the Awareness Level. ED 206 814

Development of Procedures for Assessing the Impact of Vocational Education Research and Development on Vocational Education (Project IMPACT). Volume 6—Assessing the Impact of the Occupational Survival Skills Project. ED 206 815

Development of Procedures for Assessing the Impact of Vocational Education Research and Development on Vocational Education (Project IMPACT). Volume 7—Case Studies of Two Illinois School Districts with Innovative Vocational Education Programs. ED 206 816

Development of Procedures for Assessing the Impact of Vocational Education Research and Development on Vocational Education (Project IMPACT). Volume 8—A Field Study of Predicting Impact of Research and Development Projects in Vocational and Technical Education. ED 206 817

Development of Procedures for Assessing the Impact of Vocational Education Research and Development on Vocational Education (Project IMPACT). Volume 9—Executive Summary. ED 206 818

Improvement Programs

Higher Horizons 100, 1980-81 Compensatory Program Evaluation. Report 81-7. ED 207 028

The Technical Assistance Base of the National Diffusion Network. Final Project Report. October, 1977-July, 1980. ED 207 219

Improvisation

Teaching Improvisation in the General Music Class. An Instructional Program. ED 207 885

Incentives

Examining the Effects of Incentives on the Return Rates of Mailed Surveys. ED 208 037

P.O.P./E.Y.E. (Point Ownership Program/Earn Your Environment: A Program for the Effective and Humanistic Management of Residence Facility Damage). ED 207 655

Income

Financial Statistics of Institutions of Higher Education: Fiscal Year 1979. State Data. ED 207 378

The Role of Language Characteristics in the Socioeconomic Attainment Process of Hispanic Origin Men and Women. ED 207 763

Independent Study

A Course Evaluation System in an Open University. ED 207 451

The Economics of Aging: A Guide for Independent Study. ED 207 913

[Microfiche/Audiotape and Teeth. An Experimental Trial of New Technology: The Second Year.] ED 207 525

Problems of Equity in Developmental Approaches. ED 207 971

Indexes

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Indexing

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ED 207 614

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ED 207 608

Qualified Citation Indexing: Its Relevance to Educational Technology.

ED 207 567

India

Developing a Strategy for Minimizing Underachievement Through Teacher Classroom Behavior.

ED 207 725

Indiana

Postsecondary Education in Indiana. A Summary Report with Recommendations. Part Four of a Four-Part Study. Manpower Report 81-3.

ED 207 448

Indians

Gestures of India: A Study of Emblems among Punjabi Residents of Canada.

ED 207 093

Indicators

The Test Score Decline: A Review and Annotated Bibliography.

ED 207 995

Individual Characteristics

An Examination of the Perceived Educational Needs of a Sample of the Population of the Service Area of Kirkwood Community College.

ED 207 642

Factbook on Youth. Research on Youth Employment and Employability Development. Youth Knowledge Development Report 2.5.

ED 206 863

Individual Development

Five "R's" for Middle School. Strategies for Teaching Affective Education in the Schools.

ED 207 953

Sex Differences in Cognition: Exploring Alternative Explanations. Symposium Papers.

ED 206 947

Individual Differences

Alternative Teacher Education Programs: Their Effect on Selected Students' Attitudes.

ED 207 961

The Effects of Need for Achievement on the Job Level/Job Satisfaction Relationship.

ED 206 972

Individual Needs

Research Study to Assess Individual and Vocational Program Needs for Adult Education. Final Report.

ED 206 930

A Resource Guide for Mental Health and Support Services for the Elderly.

ED 206 962

Individualized Bilingual Instruction

Program

Individualized Bilingual Instruction for Migrants.

ED 207 760

Individualized Education Programs

An Assessment of Mainstream and Special Vocational Educator Involvement in the IEP Process and Related Inservice Needs.

ED 206 834

Individualized Education Programs.

ED 207 299

Individualized Instruction

Final Evaluation Report on Detroit's Bilingual Individualized Instructional Management System Project, 1978-1979.

ED 208 121

Individualized Bilingual Instruction for Migrants.

ED 207 760

Individualized Study by Telecommunications. Model and Procedures Documentation Report.

ED 207 529

Organizational Strategies Individualizing Instruction for Physical Education.

ED 207 296

Toward a Research Base for the Least Restrictive Environment: A Collection of Papers.

ED 207 978

Individualized Programs

Individualized Leisure Programs for Disabled Individuals.

ED 207 313

Individualized Reading

Structuring a Differentiated Language Arts Program for the Highly Able Reader in the Middle School.

ED 207 012

Indochinese

A Guide to Orientation Materials for Indochinese Refugees and Their Sponsors. A Selected, Annotated Bibliography.

ED 208 104

Indonesian

Formal Indonesian.

ED 207 363

Industrial Education

Guidelines for Industrial Education Programs in Elementary and Secondary Schools, Regional Occupational Centers, and Regional Occupational Programs. Revised.

ED 206 826

Materials and Fabrication Methods II. A Study Guide of the Science and Engineering Technician Curriculum.

ED 207 794

Industrial Structure

Education and Organizational Democracy.

ED 207 218

Industrialization

Nature, Types and Scale of Rural Development.

ED 206 919

Industry

The Corporate Stake in Higher Education: An Underdeveloped Potential.

ED 207 419

Developing an Occupational Drug Abuse Program: Considerations and Approaches. Services Research Monograph Series.

ED 206 965

Industry-Education-Labor Collaboration: An Active Guide for Collaborative Councils.

ED 206 907

Industry-Education-Labor Collaboration: The Literature of Collaborative Councils.

ED 206 906

New Goals for Corporate Giving to Higher Education.

ED 207 440

Technology Education Symposium II. Program Theme: "Technological Literacy" (Menomonie, Wisconsin, May 1-2, 1981).

ED 206 915

The Use of Microcomputers for Training: Business and Industry.

ED 207 598

Infant Behavior

Infants' Mother-Stranger Discrimination and Cognitive Functioning Twelve Years Later.

ED 207 705

Infants

Correlations Between the McCarthy Scales of Children's Abilities and the Bayley Scales of Infant Development.

ED 208 034

Increasing Toddlers' Vocabularies Through Picture-Reading.

ED 207 682

Infants: Their Social Environments.

ED 207 699//

Inflation (Economics)

Fuller Employment with Less Inflation.

ED 206 850

Influences

Increasing Occupational Role Innovation: Intervention Implications of Two Survey Studies.

ED 206 900

Rural Youths' Decisions to Attend College: Aspirations and Realizations.

ED 207 765

Subject Index

Tracking Working Women. Final Report, August 1980-June 30, 1981.

ED 206 902

Informal Assessment

Behavioral Checklist of Infant/Toddler Care-Provider Competencies.

ED 207 678

Information Centers

All You Have To Do Is Ask. The ERIC Information System Can Lead You Through the Maze of Education Research As Fast As You Can Think of Questions, and You Can Learn To Use It in an Afternoon.

ED 207 539

Information Dissemination

Communicating Innovations Via Television: A Study of Learning Within a Social Context.

ED 207 103

Dissemination Capacity Building Project. Final Report.

ED 207 559

Dissemination Strategies at the National Science Foundation in Pre-College Education.

ED 207 857

Field Agency in Teacher Centers. (The concept of the agricultural extension agent applied to teacher centering in the United States).

ED 207 958

Final Report of Project CHOICE: A Center for Helping Organizations Improve Choice in Education.

ED 207 471

Illinois Capacity Building Project. Final Report.

ED 207 561

The International Flow of Information: A Trans-Pacific Perspective. The Center for the Book. Viewpoint Series, No. 7.

ED 207 537

Keep Your Eye on the Moving Target: Planning Mass Media for Public Health Interventions.

ED 207 094

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ED 207 610

A Program and Its Implications for Dissemination and School Improvement Policy. Linking R&D with Schools.

ED 207 262

PROJECT DAIRE (Delaware Application of Information and Research in Education). Final Report. FY 76-80. Revised.

ED 207 604

Project Plan: The MEDARP Documentation Unit to the School Improvement and Local School Development Projects.

ED 208 064

Quality Control and Product Information Systems. An Interim Report on Implementation, Use, and Effect in the R&D Utilization Program. Linking R&D with Schools.

ED 207 263

The Retrospective Singapore National Bibliography: The Task Ahead.

ED 207 485

Submission, Rejection, Frustration: Perhaps There Isn't A Better Way.

ED 207 473

Information Needs

An Analysis of Inquiries Regarding Women in Development as Directed to the Non-Formal Education Information Center by Development Planners, Practitioners, and Researchers.

ED 207 601

Information for Community Action: A Demonstration of University/Public Library Cooperation in Meeting Community Groups' Information Needs. Final Report.

ED 207 545

Maryland Plan for Libraries, 1981-1986.

ED 207 563

Report of President Jimmy Carter to the Congress of the United States Concerning the White House Conference on Library and Information Services.

ED 207 544

A Survey of Teacher Supply and Demand Data Collection Systems in NASDTEC Central Region States.

ED 207 942

Subject Index

Tracking Talents: Strategies for Collecting Resources. ED 207 940

Information Networks

Administrative Decentralization in School Systems and Its Effect on the Organization of Media Services. Atlanta Public Schools: A Case Study. ED 207 595

The Impact of a Computerized Conferencing System on Scientific Research Communities. Final Report. Research Report No. 15. ED 207 853

INFO RELEASE. National Information Network for Recreation, Leisure and Sport. ED 207 535

Manual of Documentation Practices Applicable to Defence-Aerospace Scientific and Technical Information. Volume IV: Sections 10-Security Storage and Control; 11-Organization and Management; 12-Networks and External Sources of Information. ED 207 611

NFE Core Bibliographies. ED 207 612

The Non-Formal Education Information Center and Network. A Report of Progress. Annual Report of the NFE Network Project: Operating a Clearinghouse on NFE Information (September 1979-August 1980) and Two Semi-Annual Reports of the NFE Network Projects: Providing Technical Assistance in Creating LDC National/Regional Information Centers (March 1980-August 1980; September 1980-February 1981). ED 207 613

Proceedings of the Conference: Universities in World Network of Information and Communication (3rd, Dubrovnik, May 20-23, 1980). ED 207 538

Project Media Base (Draft). ED 207 527

Satellite Applications for Public Service: Project Summaries. ED 207 597

Information Processing

The Effects of a Networking Information Processing Strategy on the Learning of Field-Dependents When Receiving Visual Instructional Information. ED 207 493//

OMS Annual Report 1980. ED 207 565

Information Retrieval

Finding the Facts About Agriculture: A New Approach to Searching the Literature. ED 207 605

Information for Community Action: A Demonstration of University/Public Library Cooperation in Meeting Community Groups' Information Needs. Final Report. ED 207 545

Manual of Documentation Practices Applicable to Defence-Aerospace Scientific and Technical Information. Volume III: Sections 7-Information Retrieval; 8-Dissemination Practices; 9-Microform Systems and Reprography. ED 207 610

Manual of Documentation Practices Applicable to Defence-Aerospace Scientific and Technical Information. Volume II: Sections 4-Data Recording and Storage; 5-Mechanization Systems and Operations; 6-Announcement Services and Publications. ED 207 609

Qualified Citation Indexing: Its Relevance to Educational Technology. ED 207 567

Information Scientists

Proceedings of the Conference: Universities in World Network of Information and Communication (3rd, Dubrovnik, May 20-23, 1980). ED 207 538

Information Seeking

All You Have To Do Is Ask. The ERIC Information System Can Lead You Through the Maze of Education Research As Fast As You Can Think of Questions, and You Can Learn To Use It in an Afternoon. ED 207 539

An Analysis of Inquiries Regarding Women in Development as Directed to the Non-Formal Education Information Center by Development Planners, Practitioners, and Researchers. ED 207 601

Instructing the Academic Library User in the United States and Britain: A Review of the Literature and the State-of-the-Art in Oxford. ED 207 599

Information Services

Educational Audiovisual Materials: Directory of National Information Agencies. Documents Audiovisuels Pedagogiques: Repertoire D'Organismes Nationaux D'Information. ED 207 522

Manual of Documentation Practices Applicable to Defence-Aerospace Scientific and Technical Information. Volume II: Sections 4-Data Recording and Storage; 5-Mechanization Systems and Operations; 6-Announcement Services and Publications. ED 207 609

PROJECT DAIRE (Delaware Application of Information and Research in Education). Final Report. FY 76-80. Revised. ED 207 604

Report of President Jimmy Carter to the Congress of the United States Concerning the White House Conference on Library and Information Services. ED 207 544

The Technical Assistance Base of the National Diffusion Network. Final Project Report. October, 1977-July, 1980. ED 207 219

Information Sources

Educational Audiovisual Materials: Directory of National Information Agencies. Documents Audiovisuels Pedagogiques: Repertoire D'Organismes Nationaux D'Information. ED 207 522

Outdoor Education for K-12: The What, Why, Where, When, and How. Proceedings of a Workshop Co-sponsored by USDI Fish and Wildlife Service and East Carolina University (Swanquarter, North Carolina, June 17, 1981). ED 207 754

A Survey of Teacher Supply and Demand Data Collection Systems in NASDTEC Central Region States. ED 207 942

Tracking Talents: Strategies for Collecting Resources. ED 207 940

Information Storage

Manual of Documentation Practices Applicable to Defence-Aerospace Scientific and Technical Information. Volume II: Sections 4-Data Recording and Storage; 5-Mechanization Systems and Operations; 6-Announcement Services and Publications. ED 207 609

Information Systems

INFO RELEASE. National Information Network for Recreation, Leisure and Sport. ED 207 535

Information Systems for the Human Services. Project SHARE. Human Services Bibliography Series. ED 207 562

Total Integrated Library Information System. Part 2. A Report on the Specific Design Phase: Identification and Evaluation. ED 207 533

Information Utilization

Evaluation Utilization: A Bibliography. ED 207 984

Injuries

Prevalence Study of the Risk of Burns in the Public Schools Population in Charleston, South Carolina (Under the Direction of Stanley Schuman). ED 208 080

Input Output Analysis

An Application of the PMI Model at the Project Level Evaluation of ESEA Title IV-C Projects. ED 207 237

An Application of the PMI Model at the System Level: Evaluation of a Division in Central Administration. ED 207 243

Inservice Teacher Education

259

Application of the PMI Model at the System Level: Evaluation of a Systemwide Program Implementation. ED 207 238

Problems of Complex Systems: A Model of System Problem Solving Applied to Schools. ED 207 164

Input Output Devices

Leading a Child to a Computer Culture. AI Memo 343. ED 207 575

The TV Turtle: A LOGO Graphics System for Raster Displays. AI Memo 361. ED 207 577

Using Computer Technology to Provide a Creative Learning Environment for Preschool Children. AI Memo 360. ED 207 576

Inquiry

Social Inquiry: Instructional Manual to Accompany MARK. ED 207 883

Values, Inquiry, and Education. CSE Monograph Series in Evaluation, 9. ED 207 886

Inservice Education

In-Service Training Program for Library Professionals: A Report. ED 207 536

Staff Development: Developing a Top-Notch Staff in an Outdoor Wilderness Program Is Similar to Building an Orchestra. ED 207 747

Staff Development: The Key to Successful Desegregation/Integration Implementation. ED 207 156

The Use of Microcomputers for Training: Business and Industry. ED 207 598

Inservice Teacher Education

An Assessment of Mainstream and Special Vocational Educator Involvement in the IEP Process and Related Inservice Needs. ED 206 834

Designing and Validating Procedures for Insuring Quality Adult Education in Nursing Homes and Convalescent Centers. Toward a Theory of Practice for Insuring Quality Education in Nursing Homes: A Section 310 Final Report, May 15, 1980-June 12, 1981. ED 206 806

Developing Writing Ability: Criteria for a Program for Teachers and Students. ED 207 069

An Effective Model of In-Service Workshops for Elementary Teachers. ED 207 932

Expanding Career Options: A Model Sex Equity Program. Participant Guide. ED 206 951

Field Test Results of a Workbook Approach to Improving the Self-Concepts and Motivation Levels of Vocational Students. ED 206 914

Final Report of Project V.G.I.P., July 1, 1980-June 30, 1981. ED 206 885

In Tune with P.L. 94-142: A Guide for Training Teachers Responsible for Music Education of Handicapped Learners. ED 207 276

Needs Assessment Samples. Technical Assistance and Dissemination System: Illinois Special Needs Populations. ED 206 838

Product Evaluation of the Inservice Training Component of the Detroit Desegregation Court Order. ED 208 111

Promoting Classroom Teacher Research. ED 207 951

The QUEST Concept: A Handbook on Planning and Implementation. ED 207 945

Some Models of Mathematics Teachers' Centres. ED 207 837

A Survey of In-Service Teacher Training Programs for Graduate Teaching Assistants in Basic Communication Courses. ED 207 106

Institute of Study for Older Adults NY

Extending Basic Education to the Elderly: A Guide to Program Development.

ED 207 639

Institute of Study for Older Adults, Liberal Arts Program: Annual Report, 1979-80.

ED 207 637

Institute of Technology Higher Education (Mexico)

The OD' Role in Education: What Do You Do With a Beginner Professor Who Joins the University?

ED 207 416

Institutes (Training Programs)

Dissemination Strategies at the National Science Foundation in Pre-College Education.

ED 207 857

Institutional Advancement

Institutional Advancement Strategies in Hard Times. AAHE-ERIC/Higher Education Research Report No. 2.

ED 207 475

Institutional Autonomy

Collective Bargaining and the Concept of Autonomy in the National Autonomous University of Mexico.

ED 207 452

The Corporate Authority of Governing Boards of Colleges and Universities at the Turn of the Century: A Review of Statutes and Court Decisions.

ED 207 457

Higher Education in American Society.

ED 207 405//

Internal Support Structures for the Development of Autonomous Schools. Research on Concerns-Based Adoption.

ED 207 175

Institutional Characteristics

National College Databank. Second Edition.

ED 207 476//

Rankings of the Counties and School Districts of South Carolina, 1978-79. 1980 Edition.

ED 208 062

What's So Canadian About Canadian Educational Administration? Essays on the Canadian Tradition in School Management. Informal Series/27.

ED 207 199//

3,270 Postsecondary Institutions Accredited in 1980-81.

ED 207 425

Institutional Cooperation

Continuing Professional Education: Moving into the 80's. Conference Proceedings (Calgary, Alberta, October 22-24, 1980).

ED 206 877

Starting a Regional Consortium in Instructional Development: Lessons after Four Years of Experiential Learning.

ED 207 593

Institutional Evaluation

Evaluating Library Services. New Mexico State Library Occasional Paper No. 8.

ED 207 560

The Functions of Institutional Research.

ED 207 443

A Manual of Procedures for Approving Illinois Teacher Education Institutions and Programs. Revised Edition, 1980.

ED 207 980

MisSIS-First Year Graduate Analysis Report, S08-3-B and Non-Returning Student Analysis Report, S08-1-B.

ED 207 646

Project Lodestar Special Report.

ED 207 415

School Accreditation. Booklets I through IX.

ED 207 217

Student Survey: Exit Spring '80.

ED 207 648

Institutional Research

The Contribution of Psychology to Canadian Higher Education.

ED 207 427

The Functions of Institutional Research.

ED 207 443

Improving Decision Making.

ED 207 650

Instruction

Training Versus Instructions in the Acquisition of Cognitive Learning Strategies.

ED 208 018

Instructional Analysis

Learning Hierarchies in Instructional Development: Experiences and Directions for Research.

ED 207 510//

Instructional Design

Content Treatment Interactions: A Better Design Model.

ED 207 499//

Exhibits Enhanced by Stand-Alone Computers.

ED 207 523

Instructional Design and Directed Cognitive Processing.

ED 207 490//

Levels and Types of Curriculum and Instructional Design Skills Presently Offered in Pennsylvania Teacher Education Programs.

ED 207 950

Proceedings of Selected Research Paper Presentations at the 1981 Convention of the Association for Educational Communications and Technology and Sponsored by the Research and Theory Division (Philadelphia, Pennsylvania, April 1981).

ED 207 487

The Teaching and Learning Process (with Emphasis on Identification). Analysis and Action Series.

ED 207 968

Visual Learning Stimulus Considerations: Concept-Related Graphic, Arbitrary Graphic, and Verbal Label Symbols.

ED 207 492//

Instructional Development

Bibliographic Instruction to the Student of Foreign Language and Literature: A Feasibility Study.

ED 207 558

College Program Evaluation and ID.

ED 207 497//

Starting a Regional Consortium in Instructional Development: Lessons after Four Years of Experiential Learning.

ED 207 593

Trends in University Instructional Development.

ED 207 528

Visual Learning Stimulus Considerations: Concept-Related Graphic, Arbitrary Graphic, and Verbal Label Symbols.

ED 207 492//

Instructional Films

Affective Responses to the Literary and Cinematic Elements in an Educational Film: A Descriptive Investigation.

ED 207 511//

Instructional Improvement

Teaching and Testing Our Basic Skills Objectives. Pilot Edition.

ED 208 067

What School Boards Can Do to Improve Teacher Competency.

ED 207 140

Instructional Innovation

Theory Into Practice: Implementing Educational Programs.

ED 207 204

Instructional Materials

Activities for Junior High School and Middle School Mathematics. Readings from the "Arithmetic Teacher" and the "Mathematics Teacher."

ED 207 843//

A Co-operative Educational Program: The Presentation of Museum Artifact Kits in Community Elementary Schools.

ED 207 534

The Copyright Law: Implications for the Principal. A Legal Memorandum.

ED 207 211

Curriculum Development: Linking Science Education to Life. Report of a Sub-regional Workshop on Designing and Developing Innovative Science Curriculum and Instructional Materials (Bangkok, Thailand, December 8-20, 1980).

ED 207 805

Curriculum for Early Childhood Education: A Report of a Workshop Held at the Kenya Institute of Education (July 16 to August 3, 1979). Volume 2.

ED 207 685

Developing Reading Skills: A Practical Guide to Reading Comprehension Exercises.

ED 207 347//

The Effects of Material and Task Variations on a Brief Cognitive Learning Strategies Training Program.

ED 208 016

Electronic Components, Transducers, and Basic Circuits. A Study Guide of the Science and Engineering Technician Curriculum.

ED 207 791

Final Report of Project S.I.D. (Strength in Differences), July 1, 1980-June 30, 1981.

ED 206 891

Highlands County Energy Education Activities-High School Level.

ED 207 818

Inorganic Analyses in Water Quality Control Programs. Training Manual.

ED 207 832

Inorganic Analysis in Water Quality Control Programs. Instructor's Guide.

ED 207 833

Instructing the Academic Library User in the United States and Britain: A Review of the Literature and the State-of-the-Art in Oxford.

ED 207 599

Instructional Materials Approved for Legal Compliance. List #1.

ED 207 187

Learning About Energy in Secondary Schools: Some Exemplary Lessons for Students. Volume II. Final Report, April 8, 1981 to December 31, 1981.

ED 207 817

Materials and Fabrication Methods I. A Study Guide of the Science and Engineering Technician Curriculum.

ED 207 793

Materials and Fabrication Methods II. A Study Guide of the Science and Engineering Technician Curriculum.

ED 207 794

Mathematics Instructional Materials-Elementary Grade Level.

ED 207 813

NVBF Anglo-Scandinavian Seminar on Library User Education. Proceedings (Gothenburg, Sweden, November 2-4, 1976).

ED 207 564

Physics of Mechanical, Gaseous, and Fluid Systems. A Study Guide of the Science and Engineering Technician Curriculum.

ED 207 795

Politics of Textbook Selection.

ED 207 166

Problemes en enseignement fonctionnel des langues (Problems in the Functional Teaching of Languages). Publication B-103.

ED 207 333

Quality Control and Product Information Systems. An Interim Report on Implementation, Use, and Effect in the R&D Utilization Program. Linking R&D with Schools.

ED 207 263

Resource Directory. Expanded Edition.

ED 207 316

Resources for CDA Training: An Annotated Bibliography.

ED 207 696

Science and Engineering Graphics I. A Study Guide of the Science and Engineering Technician Curriculum.

ED 207 796

A Selective Bibliography on School Materials: Selection and Censorship.

ED 207 568

Teacher's Directory of Reading Skill Aids and Materials.

ED 207 032//

Teacher's Guide to Newspaper in Education.

ED 207 065

Visual Testing: An Experimental Assessment of the Encoding Specificity Hypothesis.

ED 207 495//

Subject Index

Instructional Program Divisions

K-14 Goal Matrix. Career-Vocational Development Profile. An Educational Planning Resource. Second Draft.

ED 206 887

On the Feasibility of a Grade Level Reorganization for the Providence School System. Volumes I and II. Final Report.

ED 208 079

Unannounced Desegregation in an All-Volunteer Summer School: Sex, Grade, and Ethnic Attendance Patterns.

ED 208 102

Instructional Student Costs

The Costs of Higher Education: How Much Do Colleges and Universities Spend per Student and How Much Should They Spend?

ED 207 368

Instructions

Following Written Directions: A Survival Skill.

ED 207 026

Integrated Activities

Improving Reading Comprehension: Teaching Relationships through the Arts.

ED 207 010

Using an Interactive Computer System to Teach Statistical Methods in Education.

ED 207 594

Integrated Curriculum

Perspectives of Global Education: A Sourcebook for Classroom Teachers.

ED 207 850

Intellectual Development

Effects of Human Relations Training on Intellectual and Moral Development.

ED 207 963

Intellectual Disciplines

Doctorate Recipients from United States Universities. Summary Report 1980.

ED 207 386

A Heuristic Model of Criminology and Criminal Justice.

ED 207 393

Two Views of Criminology and Criminal Justice: Definitions, Trends, and the Future.

ED 207 394

Intelligence Quotient

Conservation as a Supplementary Predictor of Reading Skill.

ED 207 030

Intelligent CAI Systems

The Computer as Coach: An Athletic Paradigm for Intellectual Education. AI Memo 389.

ED 207 586

Wampus Advisor I: A First Implementation of a Program That Tutors Logical and Probabilistic Reasoning Skills. AI Memo 381.

ED 207 585

Wusor II: A Computer Aided Instruction Program with Student Modelling Capabilities. AI Memo 417.

ED 207 587

Interaction

A Call for a Truce Between Educational Technology and Teaching: Suggestions for Mutually Beneficial Collaborations.

ED 207 501//

Human Factors and Robotics: Current Status and Future Prospects.

ED 206 911

The Implications of Multiple Dimensions of Self-Disclosure for the Nature and Functions of Reciprocity in Initial Interactions.

ED 207 095

Leadership is Everybody's Business: Insights Into Sport Situations.

ED 207 964

Supervision: A Comprehensive Model.

ED 207 941

The Teaching and Learning Process (with Emphasis on Identification). Analysis and Action Series.

ED 207 968

"XYZ-PDQ!" The Terms and Effects of Children's Challenges.

ED 207 681

Interaction Process Analysis

The Implications of Multiple Dimensions of Self-Disclosure for the Nature and Functions of Reciprocity in Initial Interactions.

ED 207 095

Interactive Cable System

Communicating Innovations Via Television: A Study of Learning Within a Social Context.

ED 207 103

Interactive Model

Policy Researcher as Sleuth: New Approaches to Integrating Qualitative and Quantitative Methods.

ED 207 256

Intercollegiate Cooperation

Together We Do More: Cost-Effectiveness Through Interinstitutional Cooperation.

ED 207 373

Intercultural Communication

Cultural Awareness of Minority Groups: Some Implications for School-Community Interaction.

ED 207 233

Educating Students for Communication with People from Other Cultures.

ED 207 114

The Expression of Differences in Intercultural Encounters.

ED 207 090

Format and Evaluation of the Cross-Cultural Component of a Foreign Teaching Assistant Training Program.

ED 207 100

Images as Barriers to Intercultural Communication.

ED 207 111

Intercultural Programs

Orientation and Intercultural Communication: A Course for Advanced ESL Students.

ED 207 348

Interdisciplinary Approach

Art for the Handicapped, 1978-1979.

ED 207 275

Counting on Energy. Project E3 (Energy, Economics, and the Environment).

ED 207 824

Faculty Study in a Second Discipline: Survey of Fellows May 1981.

ED 207 469

Guide to the Integration of Selected Concepts of Economics into the History Curriculum of Fort Worth Country Day School.

ED 207 879

Highlands County Energy Education Activities-High School Level.

ED 207 818

I. D. S. [Interdisciplinary Studies in General Education]: A Program for the 80's.

ED 207 635

The Intercultural Studies Division: An Interdisciplinary Success.

ED 207 643

Linking Architecture and History in the Teaching of Undergraduates: A Three Course Sequence.

ED 207 421

Outdoor Education for K-12: The What, Why, Where, When, and How. Proceedings of a Workshop Co-sponsored by USDI Fish and Wildlife Service and East Carolina University (Svanquater, North Carolina, June 17, 1981).

ED 207 754

Perspectives of Global Education: A Sourcebook for Classroom Teachers.

ED 207 850

Science and Engineering Technology: A Guide to a Two-Year Associate Degree Curriculum.

ED 207 786

A Sourcebook of Marine Activities Developed in the Milwaukee Great Lakes Summer Education Program, 1977 and 1978.

ED 207 851

Survey: Writing in the Content Area.

ED 207 062

Intermediate Administrative Units

An Application of the PMI Model at the System Level: Evaluation of a Division in Central Administration.

ED 207 243

Interpersonal Competence

261

Case Studies of Three Interorganizational Arrangements.

ED 207 189

Organizations Collaborating to Improve Educational Practice.

ED 207 190

Intermode Differences

Alternative Teacher Education Programs: Their Effect on Selected Students' Attitudes.

ED 207 961

International Education

Higher Education for the 1980s. Challenges and Responses. Report of the Hiroshima International Seminar on Higher Education (2nd, Hiroshima, Japan, January 29-31, 1980).

ED 207 399

Research Universities and the National Interest: A Report from Fifteen University Presidents.

ED 207 366

International Educational Exchange

Partnership in Development: Canadian Universities and World Food. Background Study 45.

ED 207 845

International Federation of Library

Associations

A Decade of International Library Co-operation Through IFLA: A Third World Perspective.

ED 207 481

Feasibility of an IFLA Round Table on the Management of Library Associations.

ED 207 482

International Organizations

International Developments in Educational Administration.

ED 207 244//

International Perspective, Educational Administration. A Directory.

ED 207 124//

International Programs

The International Flow of Information: A Trans-Pacific Perspective. The Center for the Book. Viewpoint Series, No. 7.

ED 207 537

Linking Education and Local Development: An International Perspective.

ED 206 923

Proceedings of the Conference: Universities in World Network of Information and Communication (3rd, Dubrovnik, May 20-23, 1980).

ED 207 538

International Relations

Peace, Security and the 1980 Elections.

ED 207 891

Internship Programs

The Problem of Interfacing the Academic and Business Worlds: Internship Programs in Communication.

ED 207 113

Interorganizational Networks

Designing and Managing Interorganizational Networks. Linking R&D with Schools.

ED 207 260

Interpersonal Communication

The Implications of Multiple Dimensions of Self-Disclosure for the Nature and Functions of Reciprocity in Initial Interactions.

ED 207 095

Interpersonal Competence

Children's Interpersonal Relationships: Playground Games and Social Cognitive Skills. Final Report.

ED 207 697

Communication and Noncompliance: An Axiomatic Framework.

ED 207 109

Cost-Effective Training Strategy at Field Level Strengthens Influence of Extension Agents in Community.

ED 207 519

Development of Procedures for Assessing the Impact of Vocational Education Research and Development on Vocational Education (Project IMPACT). Volume 6-Assessing the Impact of the Occupational Survival Skills Project.

ED 206 815

- Evaluation of the Training Development Program. ED 206 802
- Five "R's" for Middle School. Strategies for Teaching Affective Education in the Schools. ED 207 953
- The Implications of Multiple Dimensions of Self-Disclosure for the Nature and Functions of Reciprocity in Initial Interactions. ED 207 095
- Infants' Mother-Stranger Discrimination and Cognitive Functioning Twelve Years Later. ED 207 705
- Leadership is Everybody's Business: Insights Into Sport Situations. ED 207 964
- Predicting Social Competence: The Validity of the PIPS. ED 207 718
- Securing Occupational Achievement through Readiness Skills (SOARS). A Resource Curriculum with Assessment and Strategies for Prevocational Skill Training. ED 206 913
- Special Community Service and Continuing Education Program. Training Development Program (TDF). Final Report, FY '80 and 90-Day Extension. ED 206 803
- "XYZ-PDQ!" The Terms and Effects of Children's Challenges. ED 207 681
- Interpersonal Relationship**
- Children's Perception of Support Inventory. ED 207 723
- Dimensions of Argument: Proceedings of the Summer Conference on Argumentation (2nd, Alta, Utah, July 30-August 2, 1981). ED 207 119
- Establishing Research Goals: The Ethnographer-Practitioner Dialectic. ED 207 517/1
- The Expression of Differences in Intercultural Encounters. ED 207 090
- An Intergenerational Study of the Psychosocial Atmosphere in the Families of Married Couples. ED 206 973
- Interpersonal Needs of Remedial Readers. ED 207 031
- Teaching Assistants' Perceptions of Formal and Informal Communications with Students. ED 207 107
- Interpretive Skills**
- Interpreting Idioms. ED 207 040
- Interprofessional Relationship**
- The Human Factor in Dissemination: Field Agent Roles in Their Organizational Context. Linking R&D with Schools. ED 207 266
- The Structure of Colleague Relations in an Urban Elementary School. ED 207 167
- The Urban Principal. Discretionary Decision-Making in a Large Educational Organization. ED 207 178
- Interschool Communication**
- Networking and Accessing School Discipline Programs. ED 207 223
- Intervals**
- Transitions: Activity between Activities. Exploring Functional Language. Participant's Manual. ED 207 355
- Intervention**
- Adolescent Suicide in the United States. ED 206 967
- Developing a Strategy for Minimizing Underachievement Through Teacher Classroom Behavior. ED 207 725
- Early Intervention: A Plan for Evaluating Program Impact. ED 207 277
- Early Intervention for Children with Special Needs and Their Families: Findings and Recommendations. ED 207 278
- Examination of the Implementation of a Junior High School's New Approach to Discipline by Longitudinal Analysis of Change in Teachers' Stages of Concern and Levels of Use. ED 207 171
- Handicapped Children's Early Education Program. 1980-81 Overview and Directory. ED 207 279
- Increasing Occupational Role Innovation: Intervention Implications of Two Survey Studies. ED 206 900
- Keep Your Eye on the Moving Target: Planning Mass Media for Public Health Interventions. ED 207 094
- Prevention of Child Abuse: Theory, Myth, Practice. ED 207 669
- The Problem-Drinking Drug Addict. Services Research Report. ED 206 987
- Relationship-Focused Intervention with High-Risk Infants: First Year Findings. ED 207 319
- Services for Children of Alcoholics. Symposium (Silver Spring, Maryland, September 24-26, 1979). Research Monograph No. 4. ED 206 964
- Strategies for Knowledge Use and School Improvement. Linking R&D with Schools. ED 207 257
- Thematic Issue: Intervening in the Writing Process. ED 207 077
- Interviews**
- The Frequencies & Origins of Scientific Misconceptions. ED 207 846
- Languages: The Plus in Today's World. ED 207 365
- The Personal Interview: A Tool for Investigating and Understanding Change in Schools. ED 207 173
- Intimacy**
- Regulation of Nonverbal Intimacy: Searching for an Adequate Methodology. ED 207 115
- Intramural Athletics**
- Implications of Section 504 of the Rehabilitation Act as Related to Physical Education Instructional, Personnel Preparation, Intramural, and Interscholastic/Intercollegiate Sport Programs. ED 207 312
- Introductory Courses**
- Introduction to French: Colors, Numbers, and Body/Clothing. ED 207 342
- Introduction to German: Colors, Numbers, and Body/Clothing. ED 207 344
- Introduction to Spanish: Colors, Numbers, and Body/Clothing. ED 207 343
- Introductory Sociology Courses: A Set of Syllabi and Related Materials. ED 207 870
- Intuition (Mathematics)**
- Analysis of Users' Intuitions About the Operation of Electronic Calculators. Report No. 80-4. Series in Learning and Cognition. ED 207 550
- Investment**
- Toward an American Rural Renaissance. The Role of Investment Capital in Rural Development. ED 206 920
- Iraq**
- Study of Aspirations, Attitudes and Motivational Structure of Adolescent Girl Students of Iraq for Out-of-Home Jobs. ED 207 748
- Item Analysis**
- Comparison of Pretest and Reanalysis Results of an Item Bias Study. ED 208 036
- Item Banks**
- Basic Ideas in Item Banking. ED 208 029
- James Barry Robinson Institute**
- Career Development for Dropout LD and ED Adolescent Boys: Two Evaluation Reports on Activities between April 1, 1980-September 30, 1980 and October 1, 1980-March 31, 1981. ED 207 284
- Japan**
- Research Bulletin of the National Institute for Educational Research. ED 207 888
- Jewish Culture**
- Integrating Library Resources in the Jewish Educational Curriculum with Specific Reference to the Teaching of Jewish Observances. ED 207 532
- Jews**
- The Soviet Jews. Fact Sheet Series #3. ED 207 362
- Job Analysis**
- Business Office Practices Involving the Type-writer with Implications for Business Education Curricula. Monograph 136. ED 206 878
- Job Corps**
- Alternative Education Models-Preliminary Findings of the Job Corps Educational Improvement Effort. Education and Training Approaches. Youth Knowledge Development Report 5.2. ED 206 868
- Assessments of Job Corps Performance and Impacts. Volume II. Program Evaluations. Youth Knowledge Development Report 3.3. ED 206 865
- Job Development**
- The Human Factor in Dissemination: Field Agent Roles in Their Organizational Context. Linking R&D with Schools. ED 207 266
- Job Performance**
- Effective Superintendent Evaluation-It's Not That Difficult. ED 207 139
- The Human Factor in Dissemination: Field Agent Roles in Their Organizational Context. Linking R&D with Schools. ED 207 266
- Job Placement**
- Making Experience Count in Sex Equity Programs. A Guide to Help State Sex Equity Coordinators Work with Employers and Adult Women to Further the Recognition of Women's Job-Relevant Life Experience Learning. ED 206 875
- Vocational Assessment of Deaf Adults. Final Report, July 1, 1980-June 30, 1981. ED 206 905
- Vocational Training and Skills Recertification: Program Components and Models of Vocational Training and Skills Recertification for Refugees. ED 208 073
- Job Satisfaction**
- Alumni Attitudes: Men and Women's Descriptions of Their College Experience, Present Work, and Present Recreational Activities. ED 207 422
- The Effects of Need for Achievement on the Job Level/Job Satisfaction Relationship. ED 206 972
- Impact Study: Staff Perceptions of Their Professional Lives. Occasional Papers No. 4. ED 207 459
- Medical Technology: Factors Contributing to Professional Attrition. ED 207 413
- Personality Characteristics and Learning Style Preferences of Allied Health Students. ED 207 954
- The Relationship of Decision Involvement and Principals' Leadership to Teacher Job Satisfaction in Selected Secondary Schools. ED 207 129
- Status of Recent Male and Female College Graduates. Research Report No. 5-81. ED 207 465

Subject Index

Job Search Methods

Displaced Homemakers: Vo-Tech Workshop Guide.

ED 206 872

Job Skills

Assessing Re-Entry Women's Life Experience Learning.

ED 206 970

Developing an Introductory Speech Course Based on Student and Community Needs.

ED 207 101

Development of Procedures for Assessing the Impact of Vocational Education Research and Development on Vocational Education (Project IMPACT). Volume 6—Assessing the Impact of the Occupational Survival Skills Project.

ED 206 815

Development of Productive Skills. Report of a Sub-Regional APEID Workshop on Non-Formal and Alternative Structures in Education with Emphasis on Development of Productive Skills (Philippines, May 28-June 16, 1979).

ED 206 799

Follow-Up Study of Dietetic Technician Graduates, 1975-1979. Volume 10, Number 14.

ED 207 659

A Long-Range Follow-up of Post-Secondary Vocational, Technical and Adult Education Graduates. Final Report.

ED 206 859

Making Experience Count in Sex Equity Programs. A Guide to Help State Sex Equity Coordinators Work with Employers and Adult Women to Further the Recognition of Women's Job-Relevant Life Experience Learning.

ED 206 875

Preparation of Secondary and Post-Secondary Students for Entry-Level Employment in the Shell Fishing Industry. Final Report, July 1, 1980-June 30, 1981.

ED 206 886

Job Training

Adult Vocational Education Needs Assessment for the State of Connecticut. Innovative Models for Adult Vocational Education.

ED 206 929

Assessments of Job Corps Performance and Impacts. Volume II. Program Evaluations. Youth Knowledge Development Report 3.3.

ED 206 865

Awarding Educational Credit for CETA Training: A Plan of Action.

ED 206 897

CETA's Results and Their Implications. A Policy Statement by The National Council on Employment Policy.

ED 206 858

Documentation of Assessment Systems Used by Prime Sponsors in the Evaluation of Training and Educational Attainment of Program Participants (Priority 6).

ED 206 896

Improving Services to Young Parents through CETA.

ED 208 110

Improving the Implementation of YEDPA Programs. Implementation Issues. Youth Knowledge Development Report 8.6.

ED 206 871

The Local Focus on Youth. Program Evaluations. Youth Knowledge Development Report 3.15.

ED 206 866

Preparation of Secondary and Post-Secondary Students for Entry-Level Employment in the Shell Fishing Industry. Final Report, July 1, 1980-June 30, 1981.

ED 206 886

The Problem of Interfacing the Academic and Business Worlds: Internship Programs in Communication.

ED 207 113

Rehabilitation, Education, Training and Employment Programs Administered by the Veterans' Administration. Hearing before the Subcommittee on Education, Training and Employment of the Committee on Veterans' Affairs, House of Representatives, Ninety-Seventh Congress, First Session.

ED 206 901

Special Report on the Training and Support of Educational Linking Agents. Linking R&D with Schools.

ED 207 252

Johnson O Malley Act

Thirty-Third Annual Report of Indian Education in Eastern Oklahoma.

ED 207 736

Journalism

American Reporters/Soviet Reporters: A Convergence?

ED 207 052

Journalism History and Women's Experience: A Problem in Conceptual Change.

ED 207 045

The Role of the Colegio de Periodistas in the Journalism of Chile.

ED 207 057

Urbanization as a Context for a System of Functional News Beats.

ED 207 053

Journalism History

Journalism History and Women's Experience: A Problem in Conceptual Change.

ED 207 045

Judaism

Integrating Library Resources in the Jewish Educational Curriculum with Specific Reference to the Teaching of Jewish Observances.

ED 207 532

Judgment

The Search for Disconfirming Information in Memory-Based Person Judgments.

ED 206 971

Junior High School Students

Hispanic Vocational Exploration Project. Final Report.

ED 206 936

Junior High Schools

Activities for Junior High School and Middle School Mathematics. Readings from the "Arithmetic Teacher" and the "Mathematics Teacher."

ED 207 843//

Multilevel Analyses of Teacher-Student Relationships in Junior High Classrooms.

ED 208 041

Kansas City Kansas Community College

Trustee Liability and Legal Responsibility.

ED 207 652

Kean College of New Jersey

From a Normal Beginning: The Origins of Kean College of New Jersey.

ED 207 441//

Kentucky

Degrees and Other Formal Awards Conferred by Kentucky Colleges and Universities, 1980.

ED 207 424

The Establishment and Abolishment of a Statewide System of Education Service Agencies: The Kentucky Experience. ESA Study Series/Report No. III.

ED 207 206

Kentucky College and University Enrollments, Fall 1980.

ED 207 426

Laws Applicable to Standard I of the Experimental Revised Standards for Accreditation.

ED 207 981

Kindergarten

Early Identification System: Year Two. Research Report 80-15.

ED 207 677

Kindergarten Children

Orientations and Transitions: A Survey of Kindergarten and Primary Programs in Greater Victoria School District No. 61.

ED 207 676

Knowledge

On "Learnable" Representations of Knowledge: A Meaning for the Computational Metaphor. AI Memo 441.

ED 207 588

Knowledge Level

Level of Economic Knowledge of Certain Groups of Teachers.

ED 207 920

Laboratory Manuals

263

Knowledge Production and Utilization

Case Studies of Three Interorganizational Arrangements.

ED 207 189

Organizations Collaborating to Improve Educational Practice.

ED 207 190

The Technical Assistance Base of the National Diffusion Network. Final Project Report. October, 1977-July, 1980.

ED 207 219

Korean Americans

Accounting for Korean-Speaking Students. Student Manual.

ED 206 851

District 30 Queens. Chapter 720. Greek-English, Korean-English. Final Report.

ED 208 087

Korean Educational Development Institute

Analytical Case Study of the Korean Educational Development Institute. Final Report.

ED 207 976

Kruskal Wallis Test Z Scores

Workshop Participants' Perception Rankings of Second Generation School Desegregation Issues.

ED 208 085

Labeling (of Persons)

Media Effects on the Perceived Legitimacy of Deviant Political Groups: Two Experiments.

ED 207 046

Labor Force

"Balancing Technological and Human Resources Development: A New Priority for Rural America."

ED 206 921

Farm Population of the United States: 1980.

ED 207 762

Labor Legislation

Collective Bargaining and the Concept of Autonomy in the National Autonomous University of Mexico.

ED 207 452

Labor Market

The Changing Academic Market: General Trends and a Berkeley Case Study.

ED 207 454//

Job Market Reality for Postsecondary Graduates. Employment Outcome by 1978. Two Years after Graduation.

ED 207 467

Telecommunications: A Labor Market Analysis. New Jersey Manpower Series. Volume 1.

ED 207 423

Labor Needs

Health Manpower Assessment Within the Framework of Area Health Education Center Evaluation.

ED 206 824

Telecommunications: A Labor Market Analysis. New Jersey Manpower Series. Volume 1.

ED 207 423

Training for Middle Level Skills.

ED 206 912

Labor Relations

Collective Bargaining in Government: An Introduction and Teaching Guide.

ED 207 911

Labor Supply

Health Manpower Assessment Within the Framework of Area Health Education Center Evaluation.

ED 206 824

Training for Middle Level Skills.

ED 206 912

Laboratory Equipment

Basic Laboratory Skills for Water and Wastewater Analysis. Report No. 125.

ED 207 819//

Laboratory Manuals

Inorganic Analyses in Water Quality Control Programs. Training Manual.

ED 207 832

Laboratory Procedures

Basic Laboratory Skills for Water and Wastewater Analysis. Report No. 125.

ED 207 819//

Laboratory Safety

Basic Laboratory Skills for Water and Wastewater Analysis. Report No. 125.

ED 207 819//

Land Grant Universities

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ED 207 946

Land Settlement

A Guide to Orientation Materials for Indochinese Refugees and Their Sponsors. A Selected, Annotated Bibliography.

ED 208 104

Refugee Resettlement in the United States: An Annotated Bibliography on the Adjustment of Cuban, Soviet and Southeast Asian Refugees.

ED 208 123

Land Use

Rural Land Use: A Need for New Priorities.

ED 206 922

Language Acquisition

Acquiring Different Senses of the Verb "To Know."

ED 207 358

The Acquisition of Morphology by a Bilingual Child: A Whole-Word Approach.

ED 207 328

The Development of Metaphoric Operations. Final Report.

ED 207 079

Differential Analysis of Language Teaching.

ED 207 346

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ED 208 096

Language and Learning: Talk between Adults and Children at Home and at School.

ED 207 105

Language, Speech and Print.

ED 207 011

Musical Experience: An Aid to the Development of Language.

ED 207 703

The Ontogeny of Communication.

ED 207 091

The Place of Language in Piagetian Theory.

ED 207 055

Six Reports on Free Writing: A Summary of the FRIS Project. "Didakometry" No. 61.

ED 207 083

Language Arts

English and Language Arts Curriculum Guide, Grades 6-9. Bulletin 1589.

ED 207 067

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ED 207 068

Higher Horizons 100, 1980-81. Compensatory Program Evaluation. Report 81-7.

ED 207 028

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ED 207 066

Structuring a Differentiated Language Arts Program for the Highly Able Reader in the Middle School.

ED 207 012

Language Attitudes

Le français parle dans la ville de Quebec: une étude sociolinguistique (The Spoken French in the City of Quebec: A Sociolinguistic Study). Publication G-1.

ED 207 341

Les mécanismes psychologiques sous-jacents à l'apprentissage d'une langue seconde (The Psychological Mechanisms Related to the Learning of a Second Language). Publication B-99.

ED 207 337

Language Dominance

Cerebral Language Arrangement for Mexican Americans.

ED 207 330

Language Experience Approach

Language Experience Integration into the Primary Classroom.

ED 207 015

Language Processing

Complex Learning Processes.

ED 208 017

Interpreting Idioms.

ED 207 040

Language, Speech and Print.

ED 207 011

The Place of Language in Piagetian Theory.

ED 207 055

A Psycholinguistic Descriptive Analysis of Six Selected Secondary IV Students' Perceptions of the Reading and Writing Processes and Their Language Performance: Case Studies of Above Average, Average and Poor Readers.

ED 207 002

Language Proficiency

Discourse Factors in the Evaluation of Language Ability.

ED 207 340

Evaluation of Vocational Education Programs Serving Limited English Proficiency Students. An Analysis of the Illinois Three Phase System.

ED 206 855

Evaluation of Vocational Education Programs Serving Limited English Proficiency Students. An Analysis of the Illinois Three Phase System. Executive Summary.

ED 206 856

The Foreign Student in American Graduate Schools.

ED 207 411

Identification, Assessment, and Placement of Limited English Proficiency Students in Vocational Education. A Study of Current Practices in Illinois.

ED 206 854

A Search for Congruency in Language Proficiency Testing: What the Tests Measure-What the Child Does.

ED 207 345

Language Research

The Development of Metaphoric Operations. Final Report.

ED 207 079

Languages of the Disciplines.

ED 207 059

Six Reports on Free Writing: A Summary of the FRIS Project. "Didakometry" No. 61.

ED 207 083

Language Role

The Role of Language Characteristics in the Socioeconomic Attainment Process of Hispanic Origin Men and Women.

ED 207 763

Language Skills

Oral Language All Day: A Resource Guide for Effective Communication.

ED 207 780

Problemes en enseignement fonctionnel des langues (Problems in the Functional Teaching of Languages). Publication B-103.

ED 207 333

Language Styles

Languages of the Disciplines.

ED 207 059

Language Tests

A Way with Words. Exploring Functional Language. Participant's Manual.

ED 207 352

Language Usage

Cop Talk and Media Use.

ED 207 110

Handbook of English Language Problems with Remedial Instruction Techniques Enclosed.

ED 207 064

Language Analysis: Critical Reading and Writing-What's the Connection?

ED 207 081

Language, Class, and Cultural Implications on First and Second Language Acquisition: A Cross-Cultural Study of Cognitive Consequences.

ED 207 360

Le français parle dans la ville de Quebec: une étude sociolinguistique (The Spoken French in the City of Quebec: A Sociolinguistic Study). Publication G-1.

ED 207 341

A Psycholinguistic Descriptive Analysis of Six Selected Secondary IV Students' Perceptions of the Reading and Writing Processes and Their Language Performance: Case Studies of Above Average, Average and Poor Readers.

ED 207 002

Language Variation

Le français parle dans la ville de Quebec: une étude sociolinguistique (The Spoken French in the City of Quebec: A Sociolinguistic Study). Publication G-1.

ED 207 341

Languages

Analysing the Readability of English and Non-English Texts in the Classroom with Lix.

ED 207 022

Latent Trait Theory

Estimation in Latent Trait Models.

ED 208 033

IRT Equating: A Flexible Alternative to Conventional Methods for Solving Practical Testing Problems.

ED 208 038

IRT Versus Conventional Equating Methods: A Comparative Study of Scale Stability.

ED 208 039

Score Equating and Item Response Theory: Some Practical Considerations.

ED 208 023

Some Comparisons of Four Order-Analytic Methods and Factor Analysis for Assessing Dimensionality.

ED 208 027

Tailored Testing, Measurement Problems and Latent Trait Theory.

ED 207 987

Test Validity and National Educational Assessment: A Conception, a Method, and an Example.

ED 208 005

An Upper Asymptote for the Three-Parameter Logistic Item-Response Model.

ED 207 996

The Use of the Sequential Probability Ratio Test in Making Grade Classifications in Conjunction with Tailored Testing.

ED 208 006

Lateral Dominance

Relation of Conjugate Lateral Eye Movements to Inferential Reasoning and Semantic Comprehension.

ED 208 013

Latin America

The Impact of Socioeconomic Development and Ecological Change on Health and Nutrition in Latin America. Cornell International Nutrition Monograph Series, Number 9 (1981).

ED 207 712

Latin American History

The Role of the Colegio de Periodistas in the Journalism of Chile.

ED 207 057

Simbolos Nacionales. National Symbols.

ED 207 785

Law Enforcement

Academic Disciplines and Debates: An Essay on Criminal Justice and Criminology as Professions in Higher Education.

ED 207 397

Accreditation and Its Significance for Programs of Higher Education in Criminology and Criminal Justice: A Review of the Literature.

ED 207 398

The Criminal Justice Doctorate: A Study of Doctoral Programs in the United States.

ED 207 391

A Heuristic Model of Criminology and Criminal Justice.

ED 207 393

Subject Index

- Selected Readings on U.S. Immigration Policy and Law. A Compendium. ED 208 091
- Syllabus Design and Construction in Criminal Justice Education. ED 207 395
- Two Views of Criminology and Criminal Justice: Definitions, Trends, and the Future. ED 207 394
- Layout (Publications)**
- The Effect of Changing American Social Values on the Editorial Content, Style and Management of Newspapers. ED 207 051
- Subscribers' Reaction to Redesign of the St. Cloud Daily Times [and] Understanding the Research Process. ANPA News Research Report No. 32. ED 207 076
- Leadership**
- Democratic Leadership by Managing Meetings for Effective Group Decision-Making. ED 207 153
- The Relationship of Decision Involvement and Principals' Leadership to Teacher Job Satisfaction in Selected Secondary Schools. ED 207 129
- Leadership Qualities**
- Administrative Leadership. Effective and Responsive Decision Making in Higher Education. ED 207 472//
- Leadership is Everybody's Business: Insights Into Sport Situations. ED 207 964
- Roles, Competencies and Leadership Qualities of Administrators and Supervisors: An Annotated Bibliography. ED 207 246
- Leadership Styles**
- The Relationship of Principal's Leadership Priorities and Teachers' Classroom Management Skills. ED 207 176
- Leadership Training**
- A Resource Manual for Designing Training Programs. ED 207 400
- Learner Control**
- Interaction of Learner Control and Student Aptitudes. ED 208 011
- Regression Study of Learner Control Data. ED 208 012
- Learning**
- Final Report of Project S.I.D. (Strength in Differences), July 1, 1980-June 30, 1981. ED 206 891
- Student Learning of Concrete and Abstract Prose Under Systematically Varied Media Presentations. ED 207 494//
- Learning Activities**
- Activities for Junior High School and Middle School Mathematics. Readings from the "Arithmetic Teacher" and the "Mathematics Teacher." ED 207 843//
- A Career Education Sampler: Teaching Ideas for Grades K-3. ED 206 888
- A Career Education Sampler: Teaching Ideas for Grades 4-6. ED 206 889
- A Career Education Sampler: Teaching Ideas for Grades 7-9. ED 206 890
- Eventos de Noviembre (November Events). ED 207 784
- Final Report of the Brookline LOGO Project, Part III: Profiles of Individual Student's Work. Artificial Intelligence Memo No. 546. ED 207 802
- A Guide to Developing Consumer Education Programs for the Elderly. ED 207 640
- Improving Reading Comprehension: Teaching Relationships through the Arts. ED 207 010
- Interaction Effects of Task Variables and Ability on Task Engagement. ED 207 038

- Interim Report of the LOGO Project in the Brookline Public Schools: An Assessment and Documentation of a Children's Computer Laboratory. Artificial Intelligence Memo No. 484. ED 207 799
- Musical Experience: An Aid to the Development of Language. ED 207 703
- Oral Language All Day: A Resource Guide for Effective Communication. ED 207 780
- A Sourcebook of Marine Activities Developed in the Milwaukee Great Lakes Summer Education Program, 1977 and 1978. ED 207 851
- Teacher's Guide for Computational Models of Animal Behavior: A Computer-Based Curriculum Unit to Accompany the Elementary Science Study Guide "Behavior of Mealworms." Artificial Intelligence Memo No. 432. ED 207 798
- Teaching the Computer to Add: An Example of Problem-Solving in an Anthropomorphic Computer Culture. Artificial Intelligence Memo No. 396. ED 207 809
- Techniques for Meeting Nutrition Education Needs. ED 207 720
- You and Me and Human Sexuality. Teacher's Manual. ED 206 940
- Learning Disabilities**
- Career Development for Dropout LD and ED Adolescent Boys: Two Evaluation Reports on Activities between April 1, 1980-September 30, 1980 and October 1, 1980-March 31, 1981. ED 207 284
- Section 504: Help for the Learning Disabled College Student. ED 207 412
- Learning Experience**
- Techniques for Meeting Nutrition Education Needs. ED 207 720
- Learning Hierarchies**
- Learning Hierarchies in Instructional Development: Experiences and Directions for Research. ED 207 510//
- Learning Modules**
- Alcohol Fuel Production for Vocational Students: Secondary, Postsecondary. ED 206 895
- Bibliography of CDA Training Materials: An Annotated List of Currently Available Modules and Other Publications. ED 207 694
- A Career Education Sampler: Teaching Ideas for Grades K-3. ED 206 888
- A Career Education Sampler: Teaching Ideas for Grades 4-6. ED 206 889
- A Career Education Sampler: Teaching Ideas for Grades 7-9. ED 206 890
- Career Planning Modules for the Officer Career Information and Planning System. ED 207 554
- Development of Procedures for Assessing the Impact of Vocational Education Research and Development on Vocational Education (Project IMPACT). Volume 6-Assessing the Impact of the Occupational Survival Skills Project. ED 206 815
- Learning Motivation**
- Motivational Orientations of Senior Citizens Participating in the Elderhostel Program. ED 206 927
- Predicting Student's Effort and Performance in Foreign Language Courses: An Application of Expectancy Theory of Motivation. ED 207 325
- Learning Problems**
- Difficultés d'apprentissage de la langue seconde chez l'immigrant adulte en situation scolaire: Une étude dans le contexte québécois (Adult Immigrants' Problems in Learning a Second Language in an Academic Setting: A Study in the Context of Quebec Culture and Practice). Publication B-101. ED 207 325

Learning Theories

265

- The Progressive Construction of Mind: One Child's Learning-Addition. Artificial Intelligence Memo No. 586. ED 207 332
- ED 207 803
- Learning Processes**
- Analysis of a Simple Computer Programming Language: Transactions, Prestatements, and Chunks. Report No. 79-2. Series in Learning and Cognition. ED 207 549
- Analysis of Users' Intuitions About the Operation of Electronic Calculators. Report No. 80-4. Series in Learning and Cognition. ED 207 550
- The Contribution of Psychology to Canadian Higher Education. ED 207 427
- Contributions of Cognitive Science and Related Research on Learning to the Design of Computer Literacy Curricula. Report No. 81-1. Series in Learning and Cognition. ED 207 551
- Differential Analysis of Language Teaching. ED 207 346
- The Effects of Material and Task Variations on a Brief Cognitive Learning Strategies Training Program. ED 208 016
- The International Directory of Child Development Research. ED 207 719
- Learning from Diagrams: Theoretical and Instructional Considerations. ED 207 518//
- Schematic and Taxonomic Organization in Free Recall. ED 208 014
- Selective Learning of Prose Passages Due to Aggressive Content. ED 207 039
- The Teaching and Learning Process (with Emphasis on Identification). Analysis and Action Series. ED 207 968
- Training Versus Instructions in the Acquisition of Cognitive Learning Strategies. ED 208 018
- Understanding How Students Learn—Outcome and Approach. ED 208 015
- Learning Readiness**
- Problems of Equity in Developmental Approaches. ED 207 971
- Learning Resources Centers**
- Integrating Library Resources in the Jewish Educational Curriculum with Specific Reference to the Teaching of Jewish Observances. ED 207 532
- A Resources Centre—Is a State of Mind. ED 207 520
- Learning Strategies**
- The Effects of a Networking Information Processing Strategy on the Learning of Field-Dependents When Receiving Visual Instructional Information. ED 207 493//
- Instructional Design and Directed Cognitive Processing. ED 207 490//
- Research in Progress: Toward a Procedure to Identify the Spontaneous Memory Strategies of Children. ED 207 498//
- Training Versus Instructions in the Acquisition of Cognitive Learning Strategies. ED 208 018
- Learning Theories**
- Complex Learning Processes. ED 208 017
- Effects of Semantic and Orthographic Interference on Prose Recall. ED 207 041
- Predicting Student's Effort and Performance in Foreign Language Courses: An Application of Expectancy Theory of Motivation. ED 207 325

- Problems of Equity in Developmental Approaches. ED 207 971
- Reconceptualizing the Theory-Base of Educational Technology: Re-opening the Theory-Practice Debates. ED 207 502//
- A Relationship Between Hemisphericity and Psycho-Epistemology. ED 207 509//
- Selective Learning of Prose Passages Due to Aggressive Content. ED 207 039
- Towards a Holistic Theory of Adult Education: Academic-Skills-Deprivation, Cause and Cure. ED 207 456
- Understanding Understanding Mathematics. Artificial Intelligence Memo No. 488. ED 207 800
- Writing as a Way of Knowing-A Phenomenological View. ED 207 058
- Leaves of Absence**
- Teacher Absenteeism: Experience and Practices of School Systems. ERS Report. ED 207 242//
- Legal Aid**
- The Native Courtworker and Counselling Association of British Columbia. Annual Report, 1980-81. ED 207 742
- Legal Assistants**
- Follow-Up of Students Who Majored and Are Majoring in Legal Technology. Volume 10, Number 15. ED 207 660
- The Native Courtworker and Counselling Association of British Columbia. Annual Report, 1980-81. ED 207 742
- Legal Education**
- Citizenship Rights and Responsibilities: 4th Grade. ED 207 906
- Civil Law: 12 Activities. ED 207 880
- The Small Claims Court: An Argumentative Instructional Alternative. ED 207 089
- Legal Problems**
- Journalism, Privacy, and Embarrassing Facts: A Critical Review of the Newsworthiness Defense. ED 207 075
- Trustee Liability and Legal Responsibility. ED 207 652
- Legal Responsibility**
- Legal Aspects of Teacher Evaluation. ED 207 126//
- Trustee Liability and Legal Responsibility. ED 207 652
- Legislation**
- A Glossary of Terms, Acronyms, and Abbreviations Used in the Department of Health and Social Services. ED 207 571
- An Overview of Library Networking in Virginia. ED 207 566
- Leisure Time**
- The Effect of Vicarious Partial Reinforcement Upon Children's Use of Self-Verbalization in Decisions Regarding Television Viewing. ED 207 503//
- Individualized Leisure Programs for Disabled Individuals. ED 207 313
- INFO RELEASE. National Information Network for Recreation, Leisure and Sport. ED 207 535
- Lesson Observation Criteria**
- Assessments of Performance in Teaching Field Study Instrument. ED 207 990
- Staff Development Program Evaluation-Application of a Peer Supervision Program. ED 207 982
- Lesson Plans**
- A Career Education Sampler: Teaching Ideas for Grades K-3. ED 206 888
- A Career Education Sampler: Teaching Ideas for Grades 4-6. ED 206 889
- A Career Education Sampler: Teaching Ideas for Grades 7-9. ED 206 890
- A Low-Inference Indicator of Lesson Structure in Mathematics. ED 207 856
- Lesson Structure**
- A Low-Inference Indicator of Lesson Structure in Mathematics. ED 207 856
- Lexicology**
- Acquiring Different Senses of the Verb "To Know." ED 207 358
- Libel**
- William Brennan and the Failed "Theory" of Actual Malice. ED 207 043
- Liberal Arts**
- Institute of Study for Older Adults, Liberal Arts Program: Annual Report, 1979-80. ED 207 637
- Project Lodestar Special Report. ED 207 415
- Searching for Quality. ED 207 626
- Librarians**
- Alternative Modes for Providing Graduate Education for Librarianship in Ohio. Final Report. ED 207 540
- Identifying Continuing Education Needs as Perceived by Public School Learning Resources Personnel in Texas. A Final Report of a Research Project. ED 207 557
- The Job Market in Ohio, 1976-1980: An Analysis of Position Advertisements for Public, Academic, Special and Other Library Vacancies in Ohio. Alternative Modes for Providing Graduate Education for Librarianship in Ohio. Phase One: Needs Assessment Related Paper No. 1. ED 207 606
- Library Continuing Education in South Central Pennsylvania: The SPACE Council Needs Assessment. ED 207 607
- Libraries**
- The Job Market in Ohio, 1976-1980: An Analysis of Position Advertisements for Public, Academic, Special and Other Library Vacancies in Ohio. Alternative Modes for Providing Graduate Education for Librarianship in Ohio. Phase One: Needs Assessment Related Paper No. 1. ED 207 606
- Library Acquisition**
- Bibliographic Materials Fund Allocation Formula in Use at Radford University. ED 207 547
- "Goals for the Eighties." Proceedings from the 1981 Spring Meeting of the Nebraska Library Association, College and University Section (Wayne, Nebraska, April 23, 1981). ED 207 548
- Manual of Documentation Practices Applicable to Defence-Aerospace Scientific and Technical Information. Volume 1: Sections 1-Acquisition and Sources; 2-Descriptive Cataloguing; 3-Abstracting and Subject Analysis. ED 207 608
- Library Administration**
- Changing Patterns in Internal Communication in Large Academic Libraries. Occasional Paper Number 6. ED 207 602
- Manual of Documentation Practices Applicable to Defence-Aerospace Scientific and Technical Information. Volume IV: Sections 10-Security Storage and Control; 11-Organization and Management; 12-Networks and External Sources of Information. ED 207 611
- Library Associations**
- Conference Planning Manual. ED 207 541
- A Decade of International Library Co-operation Through IFLA: A Third World Perspective. ED 207 481
- Feasibility of an IFLA Round Table on the Management of Library Associations. ED 207 482
- OMS Annual Report 1980. ED 207 565
- Library Automation**
- Authorities and Standards in a Changing World. ED 207 480
- "Goals for the Eighties." Proceedings from the 1981 Spring Meeting of the Nebraska Library Association, College and University Section (Wayne, Nebraska, April 23, 1981). ED 207 548
- Total Integrated Library Information System. Part 2. A Report on the Specific Design Phase: Identification and Evaluation. ED 207 533
- Library Catalogs**
- FLC/FEDLINK AACR 2 Cataloging Manual for Federal Libraries. ED 207 542
- The Retrospective Singapore National Bibliography: The Task Ahead. ED 207 485
- Library Collections**
- Bibliographic Materials Fund Allocation Formula in Use at Radford University. ED 207 547
- Comments on Progress Report: A Cost-Benefit Model of Some Critical Library Operations in Terms of Use of Serials (April 29, 1977) by Allen Kent and Others. ED 207 603
- Evaluating Library Services. New Mexico State Library Occasional Paper No. 8. ED 207 560
- State-of-the-Art Review of Bibliographic Control in Higher Education in Canada. ED 207 429
- Teachers College Libraries in Papua New Guinea. A Report for the Asia Foundation, the Library Services and the Teacher Education Divisions of the Department of Education. Government of Papua New Guinea. ED 207 600
- Library Cooperation**
- A Decade of International Library Co-operation Through IFLA: A Third World Perspective. ED 207 481
- Information for Community Action: A Demonstration of University/Public Library Cooperation in Meeting Community Groups' Information Needs. Final Report. ED 207 545
- Joint Regional Depository for United States Public Documents: A Case Study in Nebraska. ED 207 543
- Library Education**
- Alternative Modes for Providing Graduate Education for Librarianship in Ohio. Final Report. ED 207 540
- In-Service Training Program for Library Paraprofessionals: A Report. ED 207 536
- Proceedings of the Conference: Universities in World Network of Information and Communication (3rd, Dubrovnik, May 20-23, 1980). ED 207 538
- Library Expenditures**
- Bibliographic Materials Fund Allocation Formula in Use at Radford University. ED 207 547
- Library Extension**
- Wisconsin Summer Library Program Manual, 1981. Merlin's Mid-Summer Magic. ED 207 569
- Library Facilities**
- Considerations Before Writing a Public Library Building Program in Children's Services. ED 207 570

Subject Index

The "Roar of Chatter" in the Library at San Joaquin Delta College. Research Project.
ED 207 556

Library Instruction

Bibliographic Instruction to the Student of Foreign Language and Literature: A Feasibility Study.
ED 207 558

"Goals for the Eighties." Proceedings from the 1981 Spring Meeting of the Nebraska Library Association, College and University Section (Wayne, Nebraska, April 23, 1981).
ED 207 548

Instructing the Academic Library User in the United States and Britain: A Review of the Literature and the State-of-the-Art in Oxford.
ED 207 599

NVBF Anglo-Scandinavian Seminar on Library User Education. Proceedings (Gothenburg, Sweden, November 2-4, 1976).
ED 207 564

Library Materials

Bibliographic Materials Fund Allocation Formula in Use at Radford University.
ED 207 547

Classification in Australia.
ED 207 484

Considerations Before Writing a Public Library Building Program in Children's Services.
ED 207 570

Library Networks

An Overview of Library Networking in Virginia.
ED 207 566

Library Planning

Maryland Plan for Libraries, 1981-1986.
ED 207 563

An Overview of Library Networking in Virginia.
ED 207 566

Library Role

Integrating Library Resources in the Jewish Educational Curriculum with Specific Reference to the Teaching of Jewish Observances.
ED 207 532

Library Schools

The Spanish Speaking and Library Services: A Systematic Review and Analysis.
ED 207 753

Library Services

Administrative Decentralization in School Systems and Its Effect on the Organization of Media Services. Atlanta Public Schools: A Case Study.
ED 207 595

Considerations Before Writing a Public Library Building Program in Children's Services.
ED 207 570

Evaluating Library Services. New Mexico State Library Occasional Paper No. 8.
ED 207 560

"Goals for the Eighties." Proceedings from the 1981 Spring Meeting of the Nebraska Library Association, College and University Section (Wayne, Nebraska, April 23, 1981).
ED 207 548

Main Trends and Problems of Development of Librarianship in a Multinational State.
ED 207 483

Maryland Plan for Libraries, 1981-1986.
ED 207 563

Report of President Jimmy Carter to the Congress of the United States Concerning the White House Conference on Library and Information Services.
ED 207 544

Report on Questions Raised and Requests Made at the 1980 National Conference of Librarians Serving Blind and Physically Handicapped Readers.
ED 207 574

The Spanish Speaking and Library Services: A Systematic Review and Analysis.
ED 207 753

Teachers College Libraries in Papua New Guinea. A Report for the Asia Foundation, the Library Services and the Teacher Education Divisions of the Department of Education. Government of Papua New Guinea.
ED 207 600

Wisconsin Summer Library Program Manual, 1981. Merlin's Mid-Summer Magic.
ED 207 569

Library Skills

In-Service Training Program for Library Professionals: A Report.
ED 207 536

Library Standards

Authorities and Standards in a Changing World.
ED 207 480

Manual of Documentation Practices Applicable to Defence-Aerospace Scientific and Technical Information. Volume I: Sections 1-Acquisition and Sources; 2-Descriptive Cataloguing; 3-Abstracting and Subject Analysis.
ED 207 608

Library Technical Processes

Classification in Australia.
ED 207 484

Library Technicians

In-Service Training Program for Library Professionals: A Report.
ED 207 536

Library Continuing Education in South Central Pennsylvania: The SPACE Council Needs Assessment.
ED 207 607

Life Cycle Costing

Value Engineering. Technical Manual. School Facilities Development Procedures Manual.
ED 207 183

Lifelong Learning

Continuing Education for Business. Monograph 134.
ED 206 879

How Will Educational Institutions Respond to Changing Values and Lifelong Learning?
ED 207 629

Limited English Speaking

Accounting for Korean-Speaking Students. Student Manual.
ED 206 851

Accounting for Spanish-Speaking Students (Teacher's Manual).
ED 206 853

Basic Concepts and Techniques in Accounting for Spanish Speaking Students (Student's Manual).
ED 206 852

The Changing Ethnic Population and Its Impact on School Districts in California.
ED 208 108

A Cost-Based Approach to the Funding of Educational Programs: An Application to Special Education.
ED 207 298

Evaluation of Vocational Education Programs Serving Limited English Proficiency Students. An Analysis of the Illinois Three Phase System.
ED 206 855

Evaluation of Vocational Education Programs Serving Limited English Proficiency Students. An Analysis of the Illinois Three Phase System. Executive Summary.
ED 206 856

Final Evaluation Report on Detroit's Bilingual Individualized Instructional Management System Project, 1978-1979.
ED 208 121

Final Evaluation Report on Detroit's Title IV-C Bilingual Project, 1978-1979.
ED 208 122

Identification, Assessment, and Placement of Limited English Proficiency Students in Vocational Education. A Study of Current Practices in Illinois.
ED 206 854

Report on the Educational Programs for Students of Limited English Proficiency in the State of New York.
ED 208 086

The Role of Language Characteristics in the Socioeconomic Attainment Process of Hispanic Origin Men and Women.
ED 207 763

Linear Equating Method

IRT Versus Conventional Equating Methods: A Comparative Study of Scale Stability.
ED 208 039

Literacy Education

267

Linguistic Theory

Overview of a Linguistic Theory of Design. AI Memo 383A.
ED 207 579

SPADE: A Grammar Based Editor for Planning and Debugging Programs. AI Memo 386.
ED 207 582

Structured Planning and Debugging: A Linguistic Theory of Design. AI Memo 387.
ED 207 583

Linkage

CETA/EDUC Linkages Workshops. Proceedings (Blacksburg, Virginia, June 12-13, 1980; Norfolk, Virginia, June 16-17, 1980; Fredericksburg, Virginia, June 23-24, 1980).
ED 206 898

Encouraging Linkages Between CETA Youth Programs and Vocational Education in the State of Connecticut. Final Report.
ED 206 937

Linking Agents

Coordination of CETA and Vocational Education. Technical Assistance Guide.
ED 206 846

Exemplary Rural Education and Economic Development Initiatives. State-of-the-Art Report.
ED 206 926

The Human Factor in Dissemination: Field Agent Roles in Their Organizational Context. Linking R&D with Schools.
ED 207 266

Linkages Between a State Bureau of Evaluation and the Professional Field.
ED 208 002

Linking Education and Local Development: An International Perspective.
ED 206 923

PROJECT DAIRE (Delaware Application of Information and Research in Education). Final Report. FY 76-80. Revised.
ED 207 604

Refugee Resettlement: An Outline for Service Planning and Delivery.
ED 208 100

Special Report on the Training and Support of Educational Linking Agents. Linking R&D with Schools.
ED 207 252

Listening Comprehension

Children's Understanding of Written and Spoken Discourse. Final Report.
ED 207 019

Language, Speech and Print.
ED 207 011

Listening Skills

Assessment of College-Level Speaking and Listening Skills.
ED 208 032

Musical Experience: An Aid to the Development of Language.
ED 207 703

Oral Language All Day: A Resource Guide for Effective Communication.
ED 207 780

Literacy

The Challenges of the Multicultural Classroom.
ED 207 023

Educacion: Documento de Politica Sectorial. Tercera Edicion. (Education: Sector Policy Paper. Third Edition.)
ED 207 249

(Education: Sector Policy Paper. Third Edition) [In Arabic; Japanese].
ED 207 247

Main Trends and Problems of Development of Librarianship in a Multinational State.
ED 207 483

Literacy Education

Adult Basic Education in Community Colleges. Junior College Resource Review.
ED 207 649

Adult Education Community Project and Planned Parenthood. A Study of an Inter-Agency Project in Honduras, Central America.
ED 206 828

Humanistic Literacy and the Community College Student.
ED 207 630

Preparing Young People for the Work-Force: The Place of Literacy and Numeracy. Discussion Paper No. 8.

ED 206 908

Literature

Bibliographic Instruction to the Student of Foreign Language and Literature: A Feasibility Study.

ED 207 558

Literature Appreciation

Taking the Radical Risk: Diary of a San Francisco State Professor.

ED 207 447

Literature Reviews

Bilingual Education and Affective Outcomes: The Past Ten Years and the Mexican American Experience.

ED 207 730

Examining the Effects of Incentives on the Return Rates of Mailed Surveys.

ED 208 037

Integration of Research Studies: Meta-Analysis of Research. Methods of Integrative Analysis; Final Report.

ED 208 003

Statistical Aspects of Effect Size Estimation.

ED 208 024

Lix Readability Formula

Analysing the Readability of English and Non-English Texts in the Classroom with Lix.

ED 207 022

Local Action Teams

The Role of Local Action Teams in School Improvement. Linking R&D with Schools.

ED 207 251

Local Government

Political Discovery Resource Book.

ED 207 892

Local History

A Co-operative Educational Program: The Presentation of Museum Artifact Kits in Community Elementary Schools.

ED 207 534

Locus of Control

Career Vitalization and Stress among Professors: An Attributional Model.

ED 207 478

Instructional Design and Directed Cognitive Processing.

ED 207 490//

Log Linear Models

Assessing Developmental Hypotheses with Cross Classified Data: Log Linear Models.

ED 208 030

Logical Thinking

Children's Understanding of Class Inclusion and Their Ability to Reason with Implication.

ED 208 021

Dimensions of Argument: Proceedings of the Summer Conference on Argumentation (2nd, Alta, Utah, July 30-August 2, 1981).

ED 207 119

LOGO Programming Language

Extending a Powerful Idea. Artificial Intelligence Memo No. 590.

ED 207 804

Final Report of the Brookline LOGO Project, Part III: Profiles of Individual Student's Work. Artificial Intelligence Memo No. 546.

ED 207 802

Final Report of the Brookline LOGO Project, Part II: Project Summary and Data Analysis. Artificial Intelligence Memo No. 545.

ED 207 801

Interim Report of the LOGO Project in the Brookline Public Schools: An Assessment and Documentation of a Children's Computer Laboratory. Artificial Intelligence Memo No. 484.

ED 207 799

Teacher's Guide for Computational Models of Animal Behavior: A Computer-Based Curriculum Unit to Accompany the Elementary Science Study Guide "Behavior of Mealworms." Artificial Intelligence Memo No. 432.

ED 207 798

Teaching the Computer to Add: An Example of Problem-Solving in an Anthropomorphic Computer Culture. Artificial Intelligence Memo No. 396.

ED 207 809

LOGO System

AI Based Personal Learning Environments: Directions for Long Term Research. AI Memo 384.

ED 207 580

Assessment and Documentation of a Children's Computer Laboratory. AI Memo 460.

ED 207 589

A Case Study of a Young Child Doing Turtle Graphics in LOGO. AI Memo 375.

ED 207 578

Leading a Child to a Computer Culture. AI Memo 343.

ED 207 575

Parsing Protocols Using Problem Solving Grammars. AI Memo 385.

ED 207 581

The TV Turtle: A LOGO Graphics System for Raster Displays. AI Memo 361.

ED 207 577

Long Range Planning

Planning Residential and Vocational Services for Mentally Retarded Young Adults: Parents' Choices.

ED 207 283

The Shrinking Maze. Report of the University of Calgary Program Review Committee.

ED 207 384

Uses of Future Studies Techniques by Educational Administrators.

ED 207 134

Longitudinal Studies

Annual Test Report, 1979-80.

ED 208 053

Stability and Change in Farming Plans: Results from a Longitudinal Study of Young Adults.

ED 207 761

Los Angeles Community Colleges CA

The State of the District, 1981.

ED 207 654

Los Angeles Unified School District CA

Guidelines for Industrial Education Programs in Elementary and Secondary Schools, Regional Occupational Centers, and Regional Occupational Programs. Revised.

ED 206 826

Lost Persons

New Hampshire Lost Person Study, 1974-1979.

ED 207 750

Louisiana

An Analysis of Scores on the Common Examinations of the National Teacher Examinations of Candidates for Certification in Louisiana.

ED 207 997

Educational and Occupational Motivation and Adoption of Agricultural Technology among Rural Residents: A Preliminary Study.

ED 207 770

Linkages Between a State Bureau of Evaluation and the Professional Field.

ED 208 002

Louisiana State University

ACT Profiles of Louisiana State University-Baton Rouge Graduates and Selected Factors Which Affect Them. Research Report, Vol. 11, No. 2, July 1981.

ED 207 435

Low Achievement

Towards a Holistic Theory of Adult Education: Academic-Skills-Deprivation, Cause and Cure.

ED 207 456

M Space

M-Space: Is It a Constraint on Reasoning Ability?

ED 207 822

Magnet Schools

Citizen Guide to Quality Education.

ED 207 201

Staff Development: The Key to Successful Desegregation/Integration Implementation.

ED 207 156

Mail Surveys

Examining the Effects of Incentives on the Return Rates of Mailed Surveys.

ED 208 037

Mainstreaming

Can Business Education Mainstream the Handicapped Into the Skills Areas?

ED 207 318

Comparisons of Parent and Teacher Attitudes toward Mainstreaming. Draft.

ED 207 281

In Tune with P.L. 94-142: A Guide for Training Teachers Responsible for Music Education of Handicapped Learners.

ED 207 276

The Preparation of Schools to Meet the Physical Education Requirements of P.L. 94-142.

ED 207 960

Preparing Regular Educators for New Responsibilities in Educating Handicapped Children. A Guide to Implementation Strategies for Policy-makers.

ED 207 959

Toward a Research Base for the Least Restrictive Environment: A Collection of Papers.

ED 207 978

Vocational/Special Needs Support Services Pilot Project. Final Report, January 5, 1981-June 30, 1981.

ED 206 904

Majors (Students)

National College Databank. Second Edition.

ED 207 476//

Majors (Students)

Associate Degrees: A Look at the 70's. National Center for Education Statistics Bulletin.

ED 207 628

Choosing a College Major in the Hard and Technical Sciences and the Professions: A Causal Explanation.

ED 206 829

Languages of the Disciplines.

ED 207 059

The Student-Selection Process: A Model of Student Courses in Higher Education.

ED 207 402

Males

Associate Degrees: A Look at the 70's. National Center for Education Statistics Bulletin.

ED 207 628

The Dual-Profession Family and Children's Sex-Role Preferences.

ED 207 722

Hyperactivity as a Personality Disorder.

ED 207 715

Report of Factors Influencing the Election of Nontraditional Vocational Programs by High School Males. Part I-Related Literature and Procedures.

ED 206 892

Student Types: Male and Female Changes Over a Decade. Research Report No. 14-80.

ED 207 461

Man Machine Systems

Human Factors and Robotics: Current Status and Future Prospects.

ED 206 911

Implementing Interactive Telecommunications Services. Final Report on Problems Which Arise During Implementation of Field Trials and Demonstration Projects.

ED 207 524

Management Bargaining Teams

Preparing for Collective Bargaining: The Players and the Game Play (an Introductory Approach).

ED 207 146

Management by Objectives

Remarks of Mark S. Fowler, Chairman, Federal Communications Commission.

ED 207 088

Management Development

OMS Annual Report 1980.

ED 207 565

Prevention Program Management. Participant Manual.

ED 206 957

Subject Index

- Prevention Program Management.** Trainer Manual. ED 206 956
- Public Policy and College Management.** Title III of the Higher Education Act. ED 207 442//
- Refugee Resettlement:** An Outline for Service Planning and Delivery. ED 208 100
- Theory Into Practice:** Implementing Educational Programs. ED 207 204
- Management Games**
Uses of Future Studies Techniques by Educational Administrators. ED 207 134
- Management Information Systems**
The Microcomputer and Management of the Time Bound Educational Program. ED 207 168
- Management Systems**
Public Policy and College Management. Title III of the Higher Education Act. ED 207 442//
- Manipulative Materials**
The Use of Manipulatives and Their Effect on the Development of Spatial Conceptualizations. ED 207 860
- Manuscripts**
Preserving Your Historical Records. Proceedings of the Symposium Held at Drake University (Des Moines, Iowa, October 21-22, 1978). ED 207 546
- Map Skills**
You Alone in the North Woods: The Lost Hunter's Guide. ED 207 749
- Marine Biology**
University Curricula in the Marine Sciences and Related Fields, Academic Years 1979-1980, 1980-1981. ED 207 825
Writing Guide for Student Oceanography and Marine Biology Field Research Reports. ED 207 844
- Marine Education**
University Curricula in the Marine Sciences and Related Fields, Academic Years 1979-1980, 1980-1981. ED 207 825
- Marine Science Aquaculture Project**
Preparation of Secondary and Post-Secondary Students for Entry-Level Employment in the Shell Fishing Industry. Final Report, July 1, 1980-June 30, 1981. ED 206 886
- Marital Instability**
The Treatment of Wife Abuse in Recent Social Science Literature. ED 206 981
- Marketing**
Institutional Advancement Strategies in Hard Times. AAHE-ERIC/Higher Education Research Report No. 2. ED 207 475
Submission, Rejection, Frustration: Perhaps There Isn't A Better Way. ED 207 473
- Marriage**
Conjugal Succession and the American Kinship System. ED 207 671
- Maryland**
Maryland Plan for Libraries, 1981-1986. ED 207 563
A Survey of Academic Advising Models Used by Maryland State Public Institutions of Higher Education. Research Report No. 4-80. ED 207 460
- Mass Media**
A Critical Look at Critical Analysis. ED 207 047
Keep Your Eye on the Moving Target: Planning Mass Media for Public Health Interventions. ED 207 094

Massachusetts

- Selected Characteristics of Massachusetts School Districts' Basic Skills Improvement Plans. ED 208 004

Masters Degrees

- Degrees and Other Formal Awards Conferred by Kentucky Colleges and Universities, 1980. ED 207 424

- The Foreign Student in American Graduate Schools. ED 207 411

Mastery Learning

- A New Perspective on the Use of Evaluation Data in Title I Schools Also Involved in a Court-Ordered Integration Program. ED 207 232

Mastery Tests

- On False-Positive and False-Negative Decisions with a Mastery Test. ED 208 022

Material Development

- Final Report of Project V.G.I.P., July 1, 1980-June 30, 1981. ED 206 885

- A Model Framework for Course Materials Construction. Third Edition. ED 207 839

- The Purposes, Uses, and Contents of Workbooks and Some Guidelines for Teachers and Publishers. Reading Education Report No. 27. ED 207 020

Mathematical Applications

- Velocity Space and the Geometry of Planetary Orbits. Artificial Intelligence Memo No. 320. ED 207 807

Mathematical Concepts

- A Conceptual Framework for High School Mathematics. Final Report. ED 207 854

Mathematical Enrichment

- Extending a Powerful Idea. Artificial Intelligence Memo No. 590. ED 207 804

Mathematical Models

- Assessing Developmental Hypotheses with Cross Classified Data: Log Linear Models. ED 208 030

- Estimation in Latent Trait Models. ED 208 033

- IRT Equating: A Flexible Alternative to Conventional Methods for Solving Practical Testing Problems. ED 208 038

- IRT Versus Conventional Equating Methods: A Comparative Study of Scale Stability. ED 208 039

- Past Performance, Quantitative Models, and the Prediction of Community College Enrollments. ED 207 627

- Statistical Aspects of Effect Size Estimation. ED 208 024

- Teaching Children to Solve One-Step Word Problems. ED 207 849

Mathematical Vocabulary

- Reading in the Mathematics Classroom. ED 207 836

Mathematics

- Comparison of Difficulties and Reliabilities of Math-Completion and Multiple-Choice Item Formats. ED 208 028

- The Consistency of Title I Evaluation Results for Commonly Used Test Batteries. ED 208 035

- Functions, Analytic Geometry, Probability and Statistics. A Study Guide of the Science and Engineering Technician Curriculum. ED 207 792

- State Objectives: Reading, Writing, and Mathematics, Grades K-12. Basic Skills Assessment Program. ED 208 065

- Summary of Achievement Test Scores-1980. School-by-School Test Results. ED 208 051

Mathematics Education Research

269

Mathematics Achievement

- Attributions, Learned Helplessness and Sex Differences in Achievement. ED 208 020

- Performance in Literacy and Numeracy: 1980. ED 208 056

Mathematics Centers

- Some Models of Mathematics Teachers' Centres. ED 207 837

Mathematics Curriculum

- Mathematics Teaching Today: Perspectives from Three National Surveys. ED 207 842//

- These Programs Worked in Raising Math Scores. Clinic A-14. ED 207 815

Mathematics Education

- Classification and IQ-Alternative Predictors of Math Performance. ED 207 835

- The Interaction of Learner Aptitudes with Instructional Treatment in Quadratic Inequalities. ED 207 488//

- Mathematics Self-Efficacy and the Consideration of Math-Related Majors: A Preliminary Path Model. ED 207 847

- Mathematics Teaching Today: Perspectives from Three National Surveys. ED 207 842//

- Problem Solving with Calculators in Elementary School Mathematics: Report to the Protestant School Board of Greater Montreal. ED 207 827

- Reading in the Mathematics Classroom. ED 207 836

- Sex Stereotyping Versus Perceived Value as the Mediator of Sex Differentiated Math Participation. ED 207 834

- Some Models of Mathematics Teachers' Centres. ED 207 837

- These Programs Worked in Raising Math Scores. Clinic A-14. ED 207 815

- Understanding Understanding Mathematics. Artificial Intelligence Memo No. 488. ED 207 800

- Mathematics Education Research

- Classification and IQ-Alternative Predictors of Math Performance. ED 207 835

- A Conceptual Framework for High School Mathematics. Final Report. ED 207 854

- Distance University Students' Use of Course Material to Complete Mathematics Exercises. ED 207 848

- Extending a Powerful Idea. Artificial Intelligence Memo No. 590. ED 207 804

- Final Report of the Brookline LOGO Project, Part III: Profiles of Individual Student's Work. Artificial Intelligence Memo No. 546. ED 207 802

- Final Report of the Brookline LOGO Project, Part II: Project Summary and Data Analysis. Artificial Intelligence Memo No. 545. ED 207 801

- Interim Report of the LOGO Project in the Brookline Public Schools: An Assessment and Documentation of a Children's Computer Laboratory. Artificial Intelligence Memo No. 484. ED 207 799

- A Low-Inference Indicator of Lesson Structure in Mathematics. ED 207 856

- Mathematics Self-Efficacy and the Consideration of Math-Related Majors: A Preliminary Path Model. ED 207 847

- Mathematics Teaching Today: Perspectives from Three National Surveys. ED 207 842//

- Problem Solving with Calculators in Elementary School Mathematics: Report to the Protestant School Board of Greater Montreal. ED 207 827

- The Progressive Construction of Mind: One Child's Learning-Addition. Artificial Intelligence Memo No. 586. ED 207 803
- Sex Stereotyping Versus Perceived Value as the Mediator of Sex Differentiated Math Participation. ED 207 834
- Teaching Children to Solve One-Step Word Problems. ED 207 849
- Understanding Understanding Mathematics. Artificial Intelligence Memo No. 488. ED 207 800
- Mathematics Instruction**
- An APPLE a Day Will Keep the Text Away! or Using Microcomputers in Elementary Algebra. ED 207 651
- A Low-Inference Indicator of Lesson Structure in Mathematics. ED 207 856
- Mathematics Instructional Materials—Elementary Grade Level. ED 207 813
- Mathematics Teaching Today: Perspectives from Three National Surveys. ED 207 842//
- Reading in the Mathematics Classroom. ED 207 836
- Teaching Children to Solve One-Step Word Problems. ED 207 849
- Understanding Understanding Mathematics. Artificial Intelligence Memo No. 488. ED 207 800
- Mathematics Teachers**
- Goals for Mathematical Education of Elementary School Teachers: A Report of the Cambridge Conference on Teacher Training. ED 207 814
- Matrices**
- K-14 Goal Matrix. Career-Vocational Development Profile. An Educational Planning Resource. Second Draft. ED 206 887
- Maturity (Individuals)**
- A Consumer's Guide to Teacher Development. ED 207 970
- Maximum Likelihood Statistics**
- Estimation in Latent Trait Models. ED 208 033
- McCarthy Scales of Childrens Abilities**
- Correlations Between the McCarthy Scales of Children's Abilities and the Bayley Scales of Infant Development. ED 208 034
- Measurement Techniques**
- Analysing the Readability of English and Non-English Texts in the Classroom with Lix. ED 207 022
- An Application of the PMI Model at the Project Level Evaluation of ESEA Title IV-C Projects. ED 207 237
- An Application of the PMI Model at the System Level: Evaluation of a Division in Central Administration. ED 207 243
- Application of the PMI Model at the System Level: Evaluation of a Systemwide Program Implementation. ED 207 238
- Development of an Index of Computer Anxiety. ED 207 512//
- Effects of Human Relations Training on Intellectual and Moral Development. ED 207 963
- Post-Secondary Enrolment Forecasting with Traditional and Cross Pressure-Impact Methodologies. ED 207 370
- Strategies for Knowledge Use and School Improvement. Technical Appendices. Linking R&D with Schools. ED 207 259
- Text Readability: Proceedings of the March 1980 Conference. Technical Report No. 213. ED 207 021
- Measures (Individuals)**
- Children's Perception of Support Inventory. ED 207 723
- Reducing Sex Bias in Ability Tests. ED 208 057
- Media Campaigns**
- Keep Your Eye on the Moving Target: Planning Mass Media for Public Health Interventions. ED 207 094
- Media Research**
- Bibliography of Pictorial Research Appearing in Selected Journals in 1980. ED 207 504//
- Media Effects on the Perceived Legitimacy of Deviant Political Groups: Two Experiments. ED 207 046
- Media Research, Past, Present, Future. ED 207 516//
- Press Responsibility for Health News: Beyond Precision and Toward Prevention. ED 207 054
- Reconstructing the History of Educational Technology Provides Us With New Models of Research. ED 207 505//
- Rural Journalism in Africa. Reports and Papers on Mass Communication No. 88. ED 207 056
- The Structure of Foreign News. ED 207 048
- Subscribers' Reaction to Redesign of the St. Cloud Daily Times [and] Understanding the Research Process. ANPA News Research Report No. 32. ED 207 076
- Media Role**
- Cop Talk and Media Use. ED 207 110
- Press Responsibility for Health News: Beyond Precision and Toward Prevention. ED 207 054
- Rural Journalism in Africa. Reports and Papers on Mass Communication No. 88. ED 207 056
- Urbanization as a Context for a System of Functional News Beats. ED 207 053
- Media Selection**
- Community College Study of Media Utilization and Instructional Methodologies Used in Science Courses and Related Areas: A National Study. ED 207 508//
- Keep Your Eye on the Moving Target: Planning Mass Media for Public Health Interventions. ED 207 094
- Practical Guide for the Selection of Audio Visual Media. General Criteria System and Evaluation Procedure for Educational Media Decisions. ED 207 591
- Media Specialists**
- Establishing Research Goals: The Ethnographer-Practitioner Dialectic. ED 207 517//
- Identifying Continuing Education Needs as Perceived by Public School Learning Resources Personnel in Texas. A Final Report of a Research Project. ED 207 557
- Some Observations on the Available Research for the Media Manager. ED 207 514//
- Medical Assistants**
- Hospital Corpsman 1 & C. Rate Training Manual and Nonresident Career Course. Revised. ED 206 910
- Medical Schools**
- Better Accountability Needed at the Medical University of South Carolina. Report by the Comptroller General of the United States. ED 207 377
- Medical Services**
- Hospital Corpsman 1 & C. Rate Training Manual and Nonresident Career Course. Revised. ED 206 910
- Medical Technologists**
- A Competency-Based Clinical Chemistry Course for the Associate Degree Medical Laboratory Technician Graduate in a Medical Technology Baccalaureate Program. ED 206 987
- Medical Technology: Factors Contributing to Professional Attrition. ED 207 413
- Medical University of South Carolina**
- Better Accountability Needed at the Medical University of South Carolina. Report by the Comptroller General of the United States. ED 207 377
- Medical Vocabulary**
- Reading and Nursing Work Together. ED 207 623
- Medicine**
- An Analysis of Student Choices in Medical Ethical Dilemmas. ED 207 912
- Press Responsibility for Health News: Beyond Precision and Toward Prevention. ED 207 054
- Meetings**
- Closed (Executive) Sessions: How to Use & Present Them to the Public. ED 207 141
- Conference Planning Manual. ED 207 541
- Democratic Leadership by Managing Meetings for Effective Group Decision-Making. ED 207 153
- Memory**
- Bibliography of Pictorial Research Appearing in Selected Journals in 1980. ED 207 504//
- Children's Understanding of Written and Spoken Discourse. Final Report. ED 207 019
- The Search for Disconfirming Information in Memory-Based Person Judgments. ED 206 971
- Using Memory Schemata to Comprehend Scripted Texts. ED 207 042
- Mental Health**
- School Outcomes of Chronically Ill Children and Their Siblings: A Multivariate Approach. ED 207 163
- Women At Work and At Home: Implications for Depression and Mental Health. ED 206 982
- Mental Health Programs**
- A Resource Guide for Mental Health and Support Services for the Elderly. ED 206 962
- Merchandise Information**
- Preventive Maintenance Handbook. Audiovisual Equipment. ED 207 197//
- Merit Pay**
- How to Improve and Evaluate the Principal's Performance. ED 207 147
- Meta Analysis**
- Integrating Findings from Different Levels of Instruction. ED 208 040
- Integration of Research Studies: Meta-Analysis of Research. Methods of Integrative Analysis; Final Report. ED 208 003
- Statistical Aspects of Effect Size Estimation. ED 208 024
- Metacognition**
- Research in Progress: Toward a Procedure to Identify the Spontaneous Memory Strategies of Children. ED 207 498//
- Metaphors**
- The Development of Metaphoric Operations. Final Report. ED 207 079
- Methodone**
- The Problem-Drinking Drug Addict. Services Research Report. ED 206 987

Subject Index

Methodist Church

Some Notes on a Permanent Diaconate in the United Methodist Church. Occasional Papers No. 36.

ED 207 379

Methods

The "Roar of Chatter" in the Library at San Joaquin Delta College. Research Project.

ED 207 556

Will the "Real" Proficiency Standard Please Stand Up?

ED 208 060

Methods Courses

Choosing a Text for the College Methods Course in Reading.

ED 207 027

Metropolitan Desegregation Plans

Trends in Urban School Desegregation.

ED 207 148

Metropolitan Educational Development

Research Proj

Project Plan: The MEDARP Documentation Unit to the School Improvement and Local School Development Projects.

ED 208 064

Mexican American Culture Simulator

The Mexican American Culture Simulator for Child Welfare. Technical Report.

ED 207 738

Mexican American Education

Student Rights and Responsibilities. Derechos y Responsabilidades de Estudiantes.

ED 207 740

Mexican Americans

Acculturation and Biculturalism among Three Generations of Mexican American and Anglo American School Children.

ED 207 741

Bilingual Education and Affective Outcomes: The Past Ten Years and the Mexican American Experience.

ED 207 730

Cerebral Language Arrangement for Mexican Americans.

ED 207 330

Chicano Scholars: Against All Odds.

ED 207 743

Measurement Error Models of Educational Attainment for Whites and Mexican-Americans.

ED 207 905

The Mexican American Culture Simulator for Child Welfare. Technical Report.

ED 207 738

Motivating the Mexican-American Student Towards Higher Education.

ED 207 739

The Triple Bias: Rural, Minority and Female.

ED 207 758

Mexicans

La Experiencia Mexicana (The Mexican Experience). Volumes I and II.

ED 207 766

Mexico

La Experiencia Mexicana (The Mexican Experience). Volumes I and II.

ED 207 766

Michigan

Certification, Employment and Attrition of Special Education Professional Personnel in Michigan.

ED 207 294

Consumer Economics Education in Michigan Schools: Report of the 1980 Survey.

ED 207 914

Microbiology

Final Report of an Expansion of a Model for Development of Proficiency/Equivalency Tests for Clinical Laboratory Personnel, July 1, 1980-June 30, 1981.

ED 206 880

Microcomputers

The Microcomputer and Management of the Time Bound Educational Program.

ED 207 168

Optimization of Computerized Drills: An Instructional Approach.

ED 207 555

Proceedings of the NECC 1981. National Educational Computing Conference (3rd, North Texas State University, Denton, Texas, June 17-19, 1981).

ED 207 526

The Use of Microcomputers for Training: Business and Industry.

ED 207 598

Microfiche

[Microfiche/Audiotape and Teeth. An Experimental Trial of New Technology: The Second Year.]

ED 207 525

Microforms

Manual of Documentation Practices Applicable to Defence-Aerospace Scientific and Technical Information. Volume III: Sections 7-Information Retrieval; 8-Dissemination Practices; 9-Microform Systems and Reprography.

ED 207 610

Middle Management

The Status of Black Administrators in Higher Educational Institutions.

ED 207 406

Middle Schools

Activities for Junior High School and Middle School Mathematics. Readings from the "Arithmetic Teacher" and the "Mathematics Teacher."

ED 207 843//

Five "R's" for Middle School. Strategies for Teaching Affective Education in the Schools.

ED 207 953

On the Feasibility of a Grade Level Reorganization for the Providence School System. Volumes I and II. Final Report.

ED 208 079

Midlife Transitions

Comparison of Sex-Role Orientation and Personality Variables in Traditional Women and College Re-Entry Women.

ED 206 945

Mien

The Mien. Fact Sheet Series #2.

ED 207 351

Migrant Children

Services for Young Children of Migrant Farmworkers: A Report to the Governor and the Superintendent of Public Instruction.

ED 207 687

Migrant Education

Como Puede Mejorar el Programa de Educacion Migrante con el Poder e Influencia de los Padres. Parent Power in the Migrant Education Program: How to Make a Difference.

ED 207 759

Eventos de Noviembre (November Events).

ED 207 784

Eventos de Octubre (October Events).

ED 207 783

Individualized Bilingual Instruction for Migrants.

ED 207 760

Oral Language All Day: A Resource Guide for Effective Communication.

ED 207 780

Simbolos Nacionales. National Symbols.

ED 207 785

A Treasure Chest: Stories and Surprises.

ED 207 782

Migrant Education Oral Language Skills

List

Oral Language All Day: A Resource Guide for Effective Communication.

ED 207 780

Migrant Problems

Services for Young Children of Migrant Farmworkers: A Report to the Governor and the Superintendent of Public Instruction.

ED 207 687

Migrant Programs

Como Puede Mejorar el Programa de Educacion Migrante con el Poder e Influencia de los Padres. Parent Power in the Migrant Education Program: How to Make a Difference.

ED 207 759

Military Training

271

Services for Young Children of Migrant Farmworkers: A Report to the Governor and the Superintendent of Public Instruction.

ED 207 687

Migrant Student Record Transfer System

Como Puede Mejorar el Programa de Educacion Migrante con el Poder e Influencia de los Padres. Parent Power in the Migrant Education Program: How to Make a Difference.

ED 207 759

Migration

Selected Readings on U.S. Immigration Policy and Law. A Compendium.

ED 208 091

Migration Patterns

The New Asian Immigrants.

ED 208 078

Mild Disabilities

Evaluation of the Vocational Preparation and Success of Handicapped Individuals Who Reside in Rural Areas of Florida. Florida Rural Research Project. Final Report.

ED 206 805

Mild Mental Retardation

Experience Based Career Education and the Mentally Handicapped Student.

ED 207 321

Impact Research Focusing on Mildly Mentally Handicapped Students in Secondary Vocational Consumer and Homemaking Programs in Minnesota.

ED 206 899

Military Air Facilities

NASA's Role in Aeronautics: A Workshop. Volume II - Military Aviation.

ED 207 862

Military Aviation

NASA's Role in Aeronautics: A Workshop. Volume II - Military Aviation.

ED 207 862

Military Personnel

Annotated Bibliography of the Air Force Human Resources Laboratory Technical Reports-1979. Final Report.

ED 207 553

H.R. 1400-The Veterans' Educational Assistance Act of 1981. Hearings before the Subcommittee on Education, Training and Employment of the Committee on Veterans' Affairs, House of Representatives, Ninety-Seventh Congress, First Session (March 17, 19, 1981). Vol. I.

ED 206 847

H.R. 1400-Veterans Educational Assistance Act of 1981. Hearings before the Subcommittee on Education, Training and Employment of the Committee on Veterans' Affairs, House of Representatives, Ninety-Seventh Congress, First Session (Norfolk, Virginia, April 6, 1981). Vol. III.

ED 206 848

Military Schools

Bring Me Men and Women. Mandated Change at the U.S. Air Force Academy.

ED 207 437//

Military Service

H.R. 1400-The Veterans' Educational Assistance Act of 1981. Hearings before the Subcommittee on Education, Training and Employment of the Committee on Veterans' Affairs, House of Representatives, Ninety-Seventh Congress, First Session (March 17, 19, 1981). Vol. I.

ED 206 847

H.R. 1400-Veterans Educational Assistance Act of 1981. Hearings before the Subcommittee on Education, Training and Employment of the Committee on Veterans' Affairs, House of Representatives, Ninety-Seventh Congress, First Session (Norfolk, Virginia, April 6, 1981). Vol. III.

ED 206 848

Military Training

Career Planning Modules for the Officer Career Information and Planning System.

ED 207 554

Hospital Corpsman I & C. Rate Training Manual and Nonresident Career Course. Revised.

ED 206 910

Minimum Competencies

- Course Syllabus for Grades 10-12, Art. Art 2 + 3. ED 207 936
- Course Syllabus for Grades 9-12, Art. Art 1. ED 207 935
- Course Syllabus for Grades 9-12, Music. Band. ED 207 938
- Course Syllabus for Grades 9-12, Music. Chorus (I-IV). ED 207 937
- Levels and Types of Curriculum and Instructional Design Skills Presently Offered in Pennsylvania Teacher Education Programs. ED 207 950

Minimum Competency Testing

- Assessment of College-Level Speaking and Listening Skills. ED 208 032
- Competency Testing: Assessment or Politics? Draft. ED 207 231
- Ramifications of the Minimum Competency Movement for Special Education. ED 207 234
- Regents Examinations and Competency Tests: School Administrator's Manual. 1981 Edition. ED 208 058
- Teaching and Testing Our Basic Skills Objectives. Pilot Edition. ED 208 067
- Utilization of Evaluation Results in Joint Policy Making. ED 208 007
- Will the "Real" Proficiency Standard Please Stand Up? ED 208 060

Minnesota

- Impact Research Focusing on Mildly Mentally Handicapped Students in Secondary Vocational Consumer and Homemaking Programs in Minnesota. ED 206 899

Minority Group Children

- Proceedings: Strategies for Urban School Improvement. ED 208 084

Minority Groups

- Associate Degrees: A Look at the 70's. National Center for Education Statistics Bulletin. ED 207 628
- The Changing Ethnic Population and Its Impact on School Districts in California. ED 208 108
- Counseling and Minorities: A Bibliography. ED 206 968
- Ethnography: A Research Tool for Policymakers in the Drug and Alcohol Fields. Symposium Papers. ED 206 983
- Fair Recruitment: The Model and Strategies. ED 206 928
- Identifying and Compiling Information about (Minority) Community Based Organizations' Efforts to Serve In-School Youth. Final Notes. ED 206 835
- The Labor Market Experience of 14-21-Year-Olds. Research on Youth Employment and Employability Development. Youth Knowledge Development Report 2.6. ED 206 864
- Minority Access to Higher Education: AAHE-ERIC/Higher Education Research Report 1. ED 207 474
- Some Perspectives on the Problems of Alienated Youth. ED 207 286
- Student Age and Ethnic Background, Fall 1979-80 and Fall 1972-73, Minority Group Enrollment Statistics, [and] Student Age Distributions, Fall 1980-81. Analytical Studies Research Reports, 80-4, 80-5, [and] 81-2. ED 207 621

Misconceptions

- The Frequencies & Origins of Scientific Misconceptions. ED 207 846

Mississippi

- A Comparison of Enrollments in Gulf Coast Junior College vs Lower Division Enrollments in the Eight State Universities and Other Junior Colleges. ED 207 645
- MisSIS-First Year Graduate Analysis Report, S08-3-B and Non-Returning Student Analysis Report, S08-1-B. ED 207 646

Missouri (Saint Louis County)

- Trends in Urban School Desegregation. ED 207 148

Mixed Income Testing

- Local Mixed Income Testing. Service and Participant Mix. Youth Knowledge Development Report 4.1. ED 206 867

Mnemonics

- Les mecanismes psychologiques sous-jacents a l'apprentissage d'une langue seconde (The Psychological Mechanisms Related to the Learning of a Second Language). Publication B-99. ED 207 337

Models

- Adult Vocational Education Needs Assessment for the State of Connecticut. Innovative Models for Adult Vocational Education. ED 206 929
- Advanced Multiple Processor Configuration Study. Final Report. ED 207 552
- An Application of the PMI Model at the Project Level Evaluation of ESEA Title IV-C Projects. ED 207 237
- Application of the PMI Model at the System Level: Evaluation of a Systemwide Program Implementation. ED 207 238
- College Program Evaluation and ID. ED 207 497//
- Comments on Progress Report: A Cost-Benefit Model of Some Critical Library Operations in Terms of Use of Serials (April 29, 1977) by Allen Kent and Others. ED 207 603
- The Computer as Coach: An Athletic Paradigm for Intellectual Education. AI Memo 389. ED 207 586
- Content Treatment Interactions: A Better Design Model. ED 207 499//
- Documentation of Assessment Systems Used by Prime Sponsors in the Evaluation of Training and Educational Attainment of Program Participants (Priority 6). ED 206 896
- Evaluation Case Histories as a Parallel to Legal Case Histories. ED 207 989
- Examining Management Success Potential. ED 207 239
- Forecasting and Maximizing Post-Secondary Futures: Dilemmas Over Negative Futures and Their Hidden Costs. ED 207 369
- Health Manpower Assessment Within the Framework of Area Health Education Center Evaluation. ED 206 824
- If Self-Evaluation Is the Answer, What Is the Question? ED 207 070
- Individualized Study by Telecommunications. Model and Procedures Documentation Report. ED 207 529
- Leverage and Evaluation Effectiveness. ED 208 054
- Measuring Energy Conservation with Utility Bills. ED 207 828
- Optimization of Computerized Drills: An Instructional Approach. ED 207 555
- PAZATN: A Linguistic Approach to Automatic Analysis of Elementary Programming Protocols. AI Memo 388. ED 207 584

Post-Secondary Enrollment Forecasting with Traditional and Cross Pressure-Impact Methodologies. ED 207 370

Psychology of Computer Programming for Novices. Series in Learning and Cognition. Report No. 81-2. ED 207 592

Reconstructing the History of Educational Technology Provides Us With New Models of Research. ED 207 505//

Refugee Orientation: Program Components and Models of Orientation for Refugees, Sponsors and Service Providers. ED 208 074

Strategies for Knowledge Use and School Improvement. Linking R&D with Schools. ED 207 257

Systematic Model for Validating Equipment Uses in Selected Marketing and Distribution Education Programs. Final Report, February 1, 1980-June 30, 1981. ED 206 822

A Test of a Structural Model of Student Background and Motivation Variables Influencing Student Test Performance. ED 208 026

Test Validity and National Educational Assessment: A Conception, a Method, and an Example. ED 208 005

Toward a Grammar of Educational Television: Part II, Method. ED 207 489//

Wusor II: A Computer Aided Instruction Program with Student Modelling Capabilities. AI Memo 417. ED 207 587

Moderate Mental Retardation

- Planning Residential and Vocational Services for Mentally Retarded Young Adults: Parents' Choices. ED 207 283

Money Management

Better Accountability Needed at the Medical University of South Carolina. Report by the Comptroller General of the United States. ED 207 377

Displaced Homemakers: Vo-Tech Workshop Guide. ED 206 872

Learning Activity Packet: Preparing a Budget. Technical Assistance and Dissemination System: Illinois Special Needs Populations. ED 206 837

Once Established, What Techniques Work Best for Monitoring the District? ED 207 169

Montana

Dissemination Capacity Building Project. Final Report. ED 207 559

Recommendations to Teacher Educators for Preparing Future Teachers for Careers in Rural Schools. ED 207 779

Montgomery County Public Schools MD

- Annual Test Report, 1979-80. ED 208 053
- A Comparison of Federal, State and Local Policies Affecting Education of Handicapped Children in Montgomery County Public Schools. ED 208 045
- Cost Effectiveness of Premium Versus Regular Gasoline in MCPS Buses. ED 208 048
- The Minority/Majority Experiences Study, 1978-79: Gifted and Talented Services. ED 208 044
- Statistical Profile 1979-80. ED 208 063

Moral Development

Effects of Human Relations Training on Intellectual and Moral Development. ED 207 963

Moral Values

An Analysis of Student Choices in Medical Ethical Dilemmas. ED 207 912

More Alternatives for Students

Home-School Discrepancies and the Puerto Rican Exceptional Child. ED 207 292

Morphology (Languages)

The Acquisition of Morphology by a Bilingual Child: A Whole-Word Approach. ED 207 328

Mosquitoes

A Manual of Mosquito Control Projects and Committee Assignments for 4-H and Scouts Biology Class Projects, Organized Community Service Programs, and Individuals Interested in Environmental Management. ED 207 797

Motivation

Chicano Scholars: Against All Odds. ED 207 743

Estimation of Time Requirements During Planning: Interactions Between Motivation and Cognition. ED 207 215

Problemes en enseignement fonctionnel des langues (Problems in the Functional Teaching of Languages). Publication B-103. ED 207 333

Motivation Techniques

Motivating the Mexican-American Student Towards Higher Education. ED 207 739

Promoting Voluntary Reading for Children and Young People: Guidelines for Teacher-Training Courses. ED 207 035

Visual Compositions and the Writing Process. ED 207 082

Motor Development

Developmental Trampoline Activities for Individuals with Multiple Handicapping Conditions. ED 207 308

Motor Development Relays. ED 207 311

Motor Skill Development in Young Children: Current Views on Assessment and Programming. ED 207 672

Motor Vehicles

The Transport Requirements of P.C.A.P. Field Staff in the South-West and Central Priority Country Areas. Priority Country Area Program Evaluation Series: Report No. 7. ED 207 733

Movement Education

Essentials of a Quality Elementary School Physical Education Program. A Position Paper. ED 207 983

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Movement Exploration as a Technique for Teaching Pre-Swimming Skills to Students with Developmental Delays. ED 207 314

Multicampus Districts

The State of the District, 1981. ED 207 654

Multicultural Education

Acculturative Stress among Asian, American and Polynesian Students on the Brigham Young University-Hawaii Campus. ED 208 076

Bilingual Education and Affective Outcomes: The Past Ten Years and the Mexican American Experience. ED 207 730

The Challenges of the Multicultural Classroom. ED 207 023

Cleveland Urban Learning Community (CULC): Evaluation Report. ED 208 068

Educating Students for Communication with People from Other Cultures. ED 207 114

Ensenanza Bilingue (Bilingual Education). ED 207 331

Multicultural and Global Education: Relationships and Possibilities. World Education Monograph Series Number Three. ED 207 915

On Designing and Implementing Bilingual-Bicultural Teacher Education Programs. First Year Report: 1980-1981. ED 207 985

A Project in Multicultural Learning: Greek-American Contributions to American Society. ED 208 090

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Multidimensional Scaling

Some Comparisons of Four Order-Analytic Methods and Factor Analysis for Assessing Dimensionality. ED 208 027

Multigraded Classes

Education of Disadvantaged Groups and Multiple Class Teaching: Studies and Innovative Approaches. Report of a Study Group Meeting (Jakarta, November 17-26, 1980). ED 207 732

Multilingualism

Main Trends and Problems of Development of Librarianship in a Multinational State. ED 207 483

Multiple Choice Tests

Comparison of Difficulties and Reliabilities of Math-Completion and Multiple-Choice Item Formats. ED 208 028

The Development and Analysis of a Grade Eight Physical Science Test. ED 207 999

The Development and Analysis of a Test on "Responsibility" for High School Students. ED 208 000

Facilitating Recognition Memory: The Use of Distinctive Contexts in Study Materials and Tests. ED 208 010

Research on Writing: A Search for Objective Measures Related to Holistically Scored Essays. ED 208 042

Will the "Real" Proficiency Standard Please Stand Up? ED 208 060

Multiple Disabilities

Developmental Trampoline Activities for Individuals with Multiple Handicapping Conditions. ED 207 308

A Transitional Pre Vocational Training Program for Visually Impaired Severely Multiply Handicapped Youths. Final Report, September 4, 1980-June 18, 1981. ED 206 903

Multiple Regression Analysis

Modelling Reading Times in Different Reading Tasks with a Simulation Model of Comprehension. Technical Report, May 1, 1978 through March 30, 1979. ED 207 037

Muscular Strength

Weight Training for Wheelchair Sports. ED 207 302

Museums

Exhibits Enhanced by Stand-Alone Computers. ED 207 523

Music

The Copyright Law: Implications for the Principal. A Legal Memorandum. ED 207 211

Finding Materials on American Popular Culture in the MSU Libraries: Popular Music, Television, Comics, Popular Fiction, Movies. How to Find Series No. 9. ED 207 573

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Music Activities

The American Cowboy as Depicted Through Music and Poetry: Instructional Materials for the Elementary Classroom Teacher. ED 207 901

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Music Education

Course Syllabus for Grades 9-12, Music. Band. ED 207 938

Course Syllabus for Grades 9-12, Music. Chorus (I-IV). ED 207 937

In Tune with P.L. 94-142: A Guide for Training Teachers Responsible for Music Education of Handicapped Learners. ED 207 276

Teaching Improvisation in the General Music Class. An Instructional Program. ED 207 885

Music Teachers

In Tune with P.L. 94-142: A Guide for Training Teachers Responsible for Music Education of Handicapped Learners. ED 207 276

National Assessment of Educational Progress

Year 11 Primary Sample for the National Assessment of Educational Progress. Final Report. ED 208 008

National Autonomous University of Mexico

Collective Bargaining and the Concept of Autonomy in the National Autonomous University of Mexico. ED 207 452

National Bibliographies

The Retrospective Singapore National Bibliography: The Task Ahead. ED 207 485

National Centre Research Rural Educ (Australia)

Rural Education: A New Research Centre Looks at Some Perennial Problems. ED 207 781

National Competency Tests

Year 11 Primary Sample for the National Assessment of Educational Progress. Final Report. ED 208 008

National Council of Teachers of Mathematics

These Programs Worked in Raising Math Scores. Clinic A-14. ED 207 815

National Diffusion Network

The Technical Assistance Base of the National Diffusion Network. Final Project Report. October, 1977-July, 1980. ED 207 219

National Health Service Corps

Scholarship Program: 1979-80 Report to Congress. Report of the Secretary of Health and Human Services on the Administration of the National Health Service Corps Scholarship Program as Required by Section 751(i) of Title VII of the Public Health Service Act, as Amended, December 12, 1979. ED 207 383

National Institute of Education

Reports From the National Institute of Education on the Compensatory Education Study (6 Volumes). ED 208 081//

National Labor Relations Board v Yeshiva Univ

The Yeshiva Case: One Year Later. ED 207 375

National Longitudinal Study High School Class 1972

Rural-Urban Differences in Sex Role Orientations. ED 207 764

- Rural Youths' Decisions to Attend College: Aspirations and Realizations. ED 207 765
- National Merit Scholarship Qualifying Test**
IRT Equating: A Flexible Alternative to Conventional Methods for Solving Practical Testing Problems. ED 208 038
- National Norms**
The American Freshman: National Norms for Fall 1980. ED 207 404
Second Annual Academic and Financial Study of Teacher Education Programs in Senior State Universities and Land-Grant Colleges. 1978-1979. ED 207 946
- National Organizations**
Feasibility of an IFLA Round Table on the Management of Library Associations. ED 207 482
International Perspective, Educational Administration. A Directory. ED 207 124//
- National Programs**
Project Media Base (Draft). ED 207 527
- National Science Foundation**
Dissemination Strategies at the National Science Foundation in Pre-College Education. ED 207 857
- National Surveys**
El Estado de la Educacion para los Hispanos en los Estados Unidos (The Condition of Education for Hispanics in the United States). ED 207 767
National Survey of Economic Education, 1981. Grades Six Through Twelve. ED 207 896
University S/E Faculty Spend One-Third of Professional Time in Research. Science Resources Studies Highlights. ED 207 830
- National Teacher Examinations**
An Analysis of Scores on the Common Examinations of the National Teacher Examinations of Candidates for Certification in Louisiana. ED 207 997
- Native Language Instruction**
A Comparison of First and Second Language Reading Strategies among English-Speaking University Students. ED 207 324
Language, Class, and Cultural Implications on First and Second Language Acquisition: A Cross-Cultural Study of Cognitive Consequences. ED 207 360
- Native Speakers**
Strategies Used by Native Speakers in Native-Non-Native Conversations. ED 207 323
- Natural Resources**
Directory of Environmental Education Resources: A Guide to National and International Organizations That Provide Information on the Environment. ED 207 812
- Natural Sciences**
Educating for a New Millennium: Views of 132 International Scholars. ED 207 910
Recordings for Children. A Selected List of Records and Cassettes. Fourth Edition. ED 207 530
- Navajo (Nation)**
Reflections on the Education of Native American Children, Focusing on Navajo Children. ED 207 751
- Need Gratification**
The Effects of Need for Achievement on the Job Level/Job Satisfaction Relationship. ED 206 972
- Needs**
The Future, Extraterrestrial Space Humanization and Sociology. ED 207 909
The White House Conference on the Family: Some Observations. ED 207 908
- Needs Assessment**
An Assessment of Mainstream and Special Vocational Educator Involvement in the IEP Process and Related Inservice Needs. ED 206 834
Channeling a Community's Aging Resources. ED 206 991
Goal-Assessment for Administrative Decision-Making. ED 207 410
A Guide to Developing Consumer Education Programs for the Elderly. ED 207 640
INFO RELEASE. National Information Network for Recreation, Leisure and Sport. ED 207 535
Library Continuing Education in South Central Pennsylvania: The SPACE Council Needs Assessment. ED 207 607
A Model for a Deinstitutionalization Program for Youthful Offenders. ED 206 948
Motor Skill Development in Young Children: Current Views on Assessment and Programming. ED 207 672
Needs Assessment Samples. Technical Assistance and Dissemination System: Illinois Special Needs Populations. ED 206 838
Priorities for Research in Science Education: A Survey. ED 207 855
Recommendations to Teacher Educators for Preparing Future Teachers for Careers in Rural Schools. ED 207 779
Research Study to Assess Individual and Vocational Program Needs for Adult Education. Final Report. ED 206 930
Rural Education: A Field of Study Whose Time Has Come in Higher Education. ED 207 757
Services for Young Children of Migrant Farmworkers: A Report to the Governor and the Superintendent of Public Instruction. ED 207 687
The Shrinking Maze. Report of the University of Calgary Program Review Committee. ED 207 384
Survey of Immigrant and Refugee Students at the University of California, Berkeley. ED 207 433
Title IV-A/Johnson O'Malley Indian Education Program. Final Evaluation Report, 1980-81. Research Services Report 33-07-81/82-003. ED 207 771
The Transport Requirements of P.C.A.P. Field Staff in the South-West and Central Priority Country Areas. Priority Country Area Program Evaluation Series: Report No. 7. ED 207 733
Vocational Curriculum Resource Assessment. Final Report. ED 206 931
- Negative Attitudes**
Images as Barriers to Intercultural Communication. ED 207 111
Media Effects on the Perceived Legitimacy of Deviant Political Groups: Two Experiments. ED 207 046
The Search for Disconfirming Information in Memory-Based Person Judgments. ED 206 971
- Negotiation Agreements**
Directory of Faculty Contracts and Bargaining Agents in Institutions of Higher Education. ED 207 466
- Netherlands**
Internal Support Structures for the Development of Autonomous Schools. Research on Concerns-Based Adoption. ED 207 175
- Network Analysis**
The Structure of Colleague Relations in an Urban Elementary School. ED 207 167
- Networking**
Networking and Accessing School Discipline Programs. ED 207 223
- Networks**
Networking and Accessing School Discipline Programs. ED 207 223
- Neurolinguistics**
Cerebral Language Arrangement for Mexican Americans. ED 207 330
- Neurology**
Cerebral Economics: Resource Competition Within But Not Between Hemispheres. Technical Report No. 3. ED 207 861
- New Jersey**
Achievement in Basic Skills Improvement, 1981. ED 208 050
Interim Report Concerning Schools Involved in the Comprehensive Basic Skills Review Process. ED 208 105
State Approved Teacher Education Programs in New Jersey Colleges and Universities. ED 207 986
- New Mexico**
New Mexico Dropout Study, 1976-1977. ED 207 737
New Mexico Dropout Study, 1977-78 and 1978-79. ED 207 775
New Mexico Dropout Study, 1979-80. ED 207 776
- New York**
Distribution of High School Graduates and College-Going Rate. New York State, Fall 1980. ED 207 417
Employees in Colleges and Universities in New York State, 1979-80. ED 207 470
New York State Programs of Postsecondary Opportunity, 1979-80. An Analysis of Annual Reports of Programs at the City University, the State University, and Independent Colleges and Universities, with Recommendations. ED 208 124
Report on the Educational Programs for Students of Limited English Proficiency in the State of New York. ED 208 086
- New York Board of Education**
Making Local School Development Work. ED 208 098
- New York City Board of Education**
District 30 Queens. Chapter 720. Greek-English, Korean-English. Final Report. ED 208 087
- New York State Regents Examinations**
Regents Examinations and Competency Tests: School Administrator's Manual. 1981 Edition. ED 208 058
- New Zealand**
The Educational System of New Zealand. Education Around the World. ED 207 925
Research on Special Education in New Zealand. ED 207 295
- News Media**
The American Acquisition of Linguistic and Mass Communication Skills in the Spanish Ambiance. ED 207 334
Urbanization as a Context for a System of Functional News Beats. ED 207 053

Subject Index

- William Brennan and the Failed "Theory" of Actual Malice. ED 207 043
- News Reporters**
American Reporters/Soviet Reporters: A Convergence? ED 207 052
- News Reporting**
American Reporters/Soviet Reporters: A Convergence? ED 207 052
Journalism History and Women's Experience: A Problem in Conceptual Change. ED 207 045
Journalism, Privacy, and Embarrassing Facts: A Critical Review of the Newsworthiness Defense. ED 207 075
Press Responsibility for Health News: Beyond Precision and Toward Prevention. ED 207 054
The Structure of Foreign News. ED 207 048
Urbanization as a Context for a System of Functional News Beats. ED 207 053
- Newsletters**
Submission, Rejection, Frustration: Perhaps There Isn't A Better Way. ED 207 473
- Newspapers**
The Effect of Changing American Social Values on the Editorial Content, Style and Management of Newspapers. ED 207 051
Press Responsibility for Health News: Beyond Precision and Toward Prevention. ED 207 054
Rural Journalism in Africa. Reports and Papers on Mass Communication No. 88. ED 207 056
Subscribers' Reaction to Redesign of the St. Cloud Daily Times (and) Understanding the Research Process. ANPA News Research Report No. 32. ED 207 076
Teacher's Guide to Newspaper in Education. ED 207 065
- Nigeria**
Cultural Influence on Selective Attention Processes among Nigerian Adolescents. ED 208 009
- Nineteenth Century Literature**
Linking Architecture and History in the Teaching of Undergraduates: A Three Course Sequence. ED 207 421
19th Century Roots of Modern Interpretation Theory: Dickens as a Platform Performer. ED 207 099
- No Shows**
Survey of Non-Completers and No-Shows of Vocational Programs in Colorado. Executive Summary (and) Technical Report. ED 208 046
- Noise Pollution**
The "Roar of Chatter" in the Library at San Joaquin Delta College. Research Project. ED 207 556
- Non English Speaking**
The Role of Language Characteristics in the Socioeconomic Attainment Process of Hispanic Origin Men and Women. ED 207 763
- Nonformal Education**
Adult Education Community Project and Planned Parenthood. A Study of an Inter-Agency Project in Honduras, Central America. ED 206 828
Development of Productive Skills. Report of a Sub-Regional APEID Workshop on Non-Formal and Alternative Structures in Education with Emphasis on Development of Productive Skills (Philippines, May 28-June 16, 1979). ED 206 799
NFE Core Bibliographies. ED 207 612
The Non-Formal Education Information Center and Network. A Report of Progress. Annual Report of the NFE Network Project: Operating a Clearinghouse on NFE Information (September

- 1979-August 1980) and Two Semi-Annual Reports of the NFE Network Projects: Providing Technical Assistance in Creating LDC National/Regional Information Centers (March 1980-August 1980; September 1980-February 1981). ED 207 613
- Nonmetropolitan Areas**
The Education of Nonmetro Hispanics. Rural Development Research Report Number 31. ED 207 735
- Nonprofessional Personnel**
Support Staff Absenteeism: Experiences and Practices of School Systems. ERS Report. ED 207 241//
- Nonschool Educational Programs**
Alternative Education Models-Preliminary Findings of the Job Corps Educational Improvement Effort. Education and Training Approaches. Youth Knowledge Development Report 5.2. ED 206 868
- Nontraditional Education**
Access to Bachelor's Degrees Through Evening and Weekend Courses, 1980. ED 207 420
Alternative Education Models-Preliminary Findings of the Job Corps Educational Improvement Effort. Education and Training Approaches. Youth Knowledge Development Report 5.2. ED 206 868
Alternative Schools: What's Really Happening in the Classrooms. ED 207 236
Cleveland Urban Learning Community (CULC): Evaluation Report. ED 208 068
Discriminating Between Parent and Teacher Perceptions of an Alternative School. ED 207 159
Evaluation of ADVANCE: A Nontraditional Adult Diploma Program. ED 206 807
An On-Campus, Off-Campus Model for Native Indian Teacher Education. ED 207 726
Plan for the American Open University. ED 207 455
Statistical Profile 1979-80. ED 208 063
Study of the Career Intern Program. Summary Report. ED 206 840
Study of the Career Intern Program. Task D Final Report, Volume I. A Comparison of Implementation Issues in YEDPA Programs. ED 207 994
- Nontraditional Occupations**
Differences Between Women Who Choose Traditional and Non-Traditional Careers. ED 206 832
Fair Recruitment: The Model and Strategies. ED 206 928
Increasing Occupational Role Innovation: Intervention Implications of Two Survey Studies. ED 206 900
Nontraditional Resources Catalogue: Opening Trade Barriers. ED 206 985
A Plan for Sex Equity in Postsecondary Vocational Programs, State of Hawaii. ED 206 881
Report of Factors Influencing the Election of Nontraditional Vocational Programs by High School Males. Part I-Related Literature and Procedures. ED 206 892
Women Entering Traditionally Male Professions: Achievement-Related Variables and Stress. ED 206 977
- Nontraditional Students**
A College Curriculum for Displaced Homemakers: Women's Crisis Counseling. ED 206 993
Doing Communication in the "Real World": Strategies for Teaching Non-Traditional Students. ED 207 112

Nurses 275

- Fair Recruitment: The Model and Strategies. ED 206 928
Nontraditional, Female, Commuter Students: Coping with College. ED 207 450
Teaching the Adult of the "80's". ED 207 009
- Nonverbal Communication**
The Impact of Discrepant Verbal-Nonverbal Messages in the Teacher-Student Interaction. ED 207 123
Regulation of Nonverbal Intimacy: Searching for an Adequate Methodology. ED 207 115
- Nonverbal Tests**
Developing Cognitive Skills Through Art. ED 207 674
- Norm Referenced Tests**
Issues in Testing for Competency. ED 208 001
- Normal Schools**
From a Normal Beginning: The Origins of Kean College of New Jersey. ED 207 441//
- Normalization (Handicapped)**
Final Project Report of Optimizing Vocational Development in the Handicapped, September 1980-June 1981. ED 206 893
- North Carolina**
Outdoor Education for K-12: The What, Why, Where, When, and How. Proceedings of a Workshop Co-sponsored by USDI Fish and Wildlife Service and East Carolina University (Sawtooth, North Carolina, June 17, 1981). ED 207 754
Putting Learning to Work: A Profile of Students in North Carolina Community Colleges, Technical Institutes, and Technical Colleges. A Technical Report. ED 207 624
Rural Education: A Field of Study Whose Time Has Come in Higher Education. ED 207 757
- North Harris County College TX**
A Community College User's Approach to American College Testing Data. ED 207 615
- Northern Rockies Consortium for Higher Education**
Starting a Regional Consortium in Instructional Development: Lessons after Four Years of Experiential Learning. ED 207 593
- Note Taking**
Note-Making with T-Notes. ED 207 008
- Nova Scotia**
Une analyse phonologique d'une parler acadien de la Nouvelle-Ecosse, Canada. Region de la Baie Sainte-Marie (A Phonological Analysis of Acadian Speech in Nova Scotia, Canada. The Baie Sainte-Marie Region). ED 207 361
- Number Concepts**
The Progressive Construction of Mind: One Child's Learning-Addition. Artificial Intelligence Memo No. 586. ED 207 803
- Numeracy**
Preparing Young People for the Work-Force: The Place of Literacy and Numeracy. Discussion Paper No. 8. ED 206 908
- Nursery Schools**
Pre-School Education in the European Community. Commission of the European Communities Studies Collection, Education Series No. 12. ED 207 693
- Nurses**
Final Report of Nursing Transition: A Process to Facilitate Career Mobility, July 1, 1980-June 30, 1981. ED 206 884

Nursing Education

Final Report of Nursing Transition: A Process to Facilitate Career Mobility, July 1, 1980-June 30, 1981.

ED 206 884

Reading and Nursing Work Together.

ED 207 623

Nursing Homes

Designing and Validating Procedures for Insuring Quality Adult Education in Nursing Homes and Convalescent Centers. Toward a Theory of Practice for Insuring Quality Education in Nursing Homes: A Section 310 Final Report, May 15, 1980-June 12, 1981.

ED 206 806

Nutrition

A Comprehensive National Plan for New Initiatives in Home Economics Research, Extension, and Higher Education.

ED 207 401

Ethnic Differences in the Nutritiousness of Diets of Hawai'i's Children.

ED 208 083

The Impact of Socioeconomic Development and Ecological Change on Health and Nutrition in Latin America. Cornell International Nutrition Monograph Series, Number 9 (1981).

ED 207 712

Nutritional Problems and Policy in Tanzania. Cornell International Nutrition Monograph Series, Number 7 (1980).

ED 207 710

Nutrition in Policy Planning for the Rural Sector. Cornell International Nutrition Monograph Series, Number 8 (1981).

ED 207 711

Teaching Nutrition: A Review of Programs and Research.

ED 207 840

Nutrition Instruction

Teaching Nutrition: A Review of Programs and Research.

ED 207 840

Techniques for Meeting Nutrition Education Needs.

ED 207 720

1980 Nutrition Report. IIEP. Illinois Inventory of Educational Progress.

ED 207 933

Obesity

Assessment of Adherence to Eating Habit and Exercise Components in a Behavioral Weight Control Program.

ED 206 946

Object Manipulation

The Use of Manipulatives and Their Effect on the Development of Spatial Conceptualizations.

ED 207 860

Objectives

Maryland Plan for Libraries, 1981-1986.

ED 207 563

NVBF Anglo-Scandinavian Seminar on Library User Education. Proceedings (Gothenburg, Sweden, November 2-4, 1976).

ED 207 564

Observation

Updating and Upgrading Occupational Instructors: A Process Handbook.

ED 206 831

Occupational Aspiration

Cross-Cultural Sex Differences: Implications for Education.

ED 206 994

Educational and Occupational Motivation and Adoption of Agricultural Technology among Rural Residents: A Preliminary Study.

ED 207 770

Occupational Aspirations of Talented Black Adolescent Females.

ED 206 976

Report of Factors Influencing the Election of Nontraditional Vocational Programs by High School Males. Part I-Related Literature and Procedures.

ED 206 892

Stability and Change in Farming Plans: Results from a Longitudinal Study of Young Adults.

ED 207 761

Study of Aspirations, Attitudes and Motivational Structure of Adolescent Girl Students of Iraq for Out-of-Home Jobs.

ED 207 748

Women Entering Traditionally Male Professions: Achievement-Related Variables and Stress.

ED 206 977

Occupational Home Economics

Report of Factors Influencing the Election of Nontraditional Vocational Programs by High School Males. Part I-Related Literature and Procedures.

ED 206 892

Occupational Information

Business Office Practices Involving the Typewriter with Implications for Business Education Curricula. Monograph 136.

ED 206 878

Follow-Up of Students Who Majored and Are Majoring in Legal Technology. Volume 10, Number 15.

ED 207 660

Occupational Mobility

Medical Technology: Factors Contributing to Professional Attrition.

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Occupational Surveys

Business Office Practices Involving the Typewriter with Implications for Business Education Curricula. Monograph 136.

ED 206 878

Student Accountability Model (SAM) Operations Manual.

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Occupational Survival Skills Project

Development of Procedures for Assessing the Impact of Vocational Education Research and Development on Vocational Education (Project IMPACT). Volume 6-Assessing the Impact of the Occupational Survival Skills Project.

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Oceanography

University Curricula in the Marine Sciences and Related Fields, Academic Years 1979-1980, 1980-1981.

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Writing Guide for Student Oceanography and Marine Biology Field Research Reports.

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Office Occupations Education

Accounting for Korean-Speaking Students. Student Manual.

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Accounting for Spanish-Speaking Students (Teacher's Manual).

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Office of Indian Education

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Ohio

Alternative Modes for Providing Graduate Education for Librarianship in Ohio. Final Report.

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The Job Market in Ohio, 1976-1980: An Analysis of Position Advertisements for Public, Academic, Special and Other Library Vacancies in Ohio. Alternative Modes for Providing Graduate Education for Librarianship in Ohio. Phase One: Needs Assessment Related Paper No. 1.

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Oklahoma

Asbestos Abatement in Oklahoma Schools.

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Bidding Documents for Asbestos Abatement in Oklahoma Public Buildings.

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Oklahoma (East)

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Older Adults

Channeling a Community's Aging Resources.

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The Economics of Aging: A Guide for Independent Study.

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Elder Theatre: Positive Image of Aging and Forum for Intergenerational Communication.

ED 207 120

Extending Basic Education to the Elderly: A Guide to Program Development.

ED 207 639

Federal and State Actions Needed To Overcome Problems in Administering the Title XX Program. Report to the Congress by the Comptroller General of the United States.

ED 207 177

A Guide to Developing Consumer Education Programs for the Elderly.

ED 207 640

Institute of Study for Older Adults, Liberal Arts Program: Annual Report, 1979-80.

ED 207 637

Motivational Orientations of Senior Citizens Participating in the Elderhostel Program.

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"Never Too Late..." Extending Continuing Education to the Elderly Homebound: Manual.

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Oversight of the Domestic Volunteer Service Act, 1981. Hearing before the Subcommittee on Aging, Family and Human Services of the Committee on Labor and Human Resources, United States Senate, Ninety-Seventh Congress, First Session (April 9, 1981).

ED 206 874

A Resource Guide for Mental Health and Support Services for the Elderly.

ED 206 962

Senior Adult Consumer Advisory Manual.

ED 206 939

The Southern Aged: Race, Residence and Socioeconomic Conditions.

ED 207 922

One Act Plays

The Playwrights-Directors Workshop.

ED 207 117

One Parameter Model

A Comparison of Procedures for Constructing Large Item Pools.

ED 207 998

Score Equating and Item Response Theory: Some Practical Considerations.

ED 208 023

Online Systems

Finding the Facts About Agriculture: A New Approach to Searching the Literature.

ED 207 605

Information Systems for the Human Services. Project SHARE. Human Services Bibliography Series.

ED 207 562

Total Integrated Library Information System. Part 2. A Report on the Specific Design Phase: Identification and Evaluation.

ED 207 533

Using an Interactive Computer System to Teach Statistical Methods in Education.

ED 207 594

Ontario

Application Statistics, 1980.

ED 207 434

Graduate Student Incomes in Ontario, 1979-80.

ED 207 444

Inventory of Physical Facilities of Ontario Universities, 1980-81.

ED 207 438

Ontario Universities Statistical Compendium, 1970-71 to 1979-80. Part A, Macro-Indicators.

ED 207 439

Training for Middle Level Skills.

ED 206 912

Subject Index

Open Enrollment

Cooperative Competition and Free Choice: The Results of a Two-System Open School Enrollment Policy. Final Report.

ED 207 235

Open Universities

A Course Evaluation System in an Open University.

ED 207 451

The Organization of the Distance Teaching Sub-System in an Open University.

ED 207 430

Plan for the American Open University.

ED 207 455

Operating Expenses

Ontario Universities Statistical Compendium, 1970-71 to 1979-80. Part A, Macro-Indicators.

ED 207 439

Oral Interpretation

19th Century Roots of Modern Interpretation Theory: Dickens as a Platform Performer.

ED 207 099

Oral Language

Language, Speech and Print.

ED 207 011

Orbital Mechanics

Velocity Space and the Geometry of Planetary Orbits. Artificial Intelligence Memo No. 320.

ED 207 807

Order Analysis

Some Comparisons of Four Order-Analytic Methods and Factor Analysis for Assessing Dimensionality.

ED 208 027

Oregon Educational Media Association

The OEMA Fall Conference Planners Handbook. 1981 Edition.

ED 207 590

Organizational Change

The Organization of the Distance Teaching Sub-System in an Open University.

ED 207 430

Organizational Communication

Case Studies of Three Interorganizational Arrangements.

ED 207 189

Changing Patterns in Internal Communication in Large Academic Libraries. Occasional Paper Number 6.

ED 207 602

Equivocal Messages in Organizations.

ED 207 122

For the Primacy of Speech Communication in Organizational Communication.

ED 207 104

Organizations Collaborating to Improve Educational Practice.

ED 207 190

Public Relations in the Community College: How to Start up an Operation, Determine the Program, and Master the Skills of Community College Public Relations.

ED 207 633

Teaching Organizational Communication: Course and Program Considerations.

ED 207 108

Organizational Development

Analytical Case Study of the Korean Educational Development Institute. Final Report.

ED 207 976

Organizational Effectiveness

Designing and Managing Interorganizational Networks. Linking R&D with Schools.

ED 207 260

How We Talk and How We Act: Administrative Theory and Administrative Life.

ED 207 376

OMS Annual Report 1980.

ED 207 565

Public Policy and College Management. Title III of the Higher Education Act.

ED 207 442//

Variables Associated With Effective Schooling.

ED 207 221

Organizational Objectives

Improving Teacher Education. Resources and Recommendations.

ED 207 966//

Organizational Theories

How We Talk and How We Act: Administrative Theory and Administrative Life.

ED 207 376

Organizations (Groups)

Directory of Environmental Education Resources: A Guide to National and International Organizations That Provide Information on the Environment.

ED 207 812

The Impact of a Computerized Conferencing System on Scientific Research Communities. Final Report. Research Report No. 15.

ED 207 853

Orientation

Refugee Orientation: Program Components and Models of Orientation for Refugees, Sponsors and Service Providers.

ED 208 074

Orientation Materials

What You Say After Hello: Pre-Service Orientation for Native Programs.

ED 207 734

Out of State Students

Alaska High School Seniors Survey Report, 1979-80.

ED 207 431

Outcomes of Education

Achievement in Basic Skills Improvement, 1981.

ED 208 050

Alternative Education Models—Preliminary Findings of the Job Corps Educational Improvement Effort. Education and Training Approaches. Youth Knowledge Development Report 5.2.

ED 206 868

Assessments of Job Corps Performance and Impacts. Volume II. Program Evaluations. Youth Knowledge Development Report 3.3.

ED 206 865

A Comparison of Multi-Age and Homogeneous Age Grouping in Early Childhood Centers.

ED 207 673

The Condition of Education: 1981 Edition. Statistical Report.

ED 207 186

Designing and Validating Procedures for Insuring Quality Adult Education in Nursing Homes and Convalescent Centers. Toward a Theory of Practice for Insuring Quality Education in Nursing Homes: A Section 310 Final Report, May 15, 1980-June 12, 1981.

ED 206 806

The Education of Nonmetro Hispanics. Rural Development Research Report Number 31.

ED 207 735

Evaluation of ADVANCE: A Nontraditional Adult Diploma Program.

ED 206 807

Job Market Reality for Postsecondary Graduates. Employment Outcome by 1978. Two Years after Graduation.

ED 207 467

A Long-Range Follow-up of Post-Secondary Vocational, Technical and Adult Education Graduates. Final Report.

ED 206 859

Production of Academic Achievement as a Function of Teachers' Training, Experience and Salaries.

ED 207 240

School Outcomes of Chronically Ill Children and Their Siblings: A Multivariate Approach.

ED 207 163

A Study of Admissions Criteria and Its Relationship to Achievement in Connecticut Regional Vocational Technical Schools.

ED 206 934

Study of the Career Intern Program. Final Report-Task B: Assessment of Intern Outcomes.

ED 206 842

Outdoor Activities

New Hampshire Lost Person Study, 1974-1979.

ED 207 750

Paraprofessional Personnel

277

You Alone in the North Woods: The Lost Hunter's Guide.

ED 207 749

Outdoor Education

An Alternative Feedback/Evaluation Model for Outdoor Wilderness Programs.

ED 207 745

Outdoor Education for K-12: The What, Why, Where, When, and How. Proceedings of a Workshop Co-sponsored by USDI Fish and Wildlife Service and East Carolina University (Svanquarter, North Carolina, June 17, 1981).

ED 207 754

Staff Development: Developing a Top-Notch Staff in an Outdoor Wilderness Program Is Similar to Building an Orchestra.

ED 207 747

Outreach Programs

Outreach, Information and Referral: Program Components and Models of Outreach, Information and Referral Services for Refugees.

ED 208 099

Satellite Applications for Public Service: Project Summaries.

ED 207 597

The Transport Requirements of P.C.A.P. Field Staff in the South-West and Central Priority Country Areas. Priority Country Area Program Evaluation Series: Report No. 7.

ED 207 733

Outward Bound

Adapted Outward Bound Programmes: An Alternative for Corrections.

ED 207 746

Overhead Projectors

The Overhead System: Production, Implementation and Utilization. 2nd Edition.

ED 207 531

Ownership

A Pilot Program to Provide Ownership Skills to Seniors in the Vocational Technical Schools and Other Educational Institutions. Year Three. Final Report.

ED 206 935

Pacific Region

Prospects for Adult Education and Development in Asia and the Pacific. Report of a Regional Seminar (Bangkok, November 24-December 4, 1980).

ED 206 801

Paired Associate Learning

Facilitating Recognition Memory: The Use of Distinctive Contexts in Study Materials and Tests.

ED 208 010

Paper (Material)

Preserving Your Historical Records. Proceedings of the Symposium Held at Drake University (Des Moines, Iowa, October 21-22, 1978).

ED 207 546

Paperback Books

Persecutors, Victims and Rescuers in Harlequin Romances.

ED 207 086

Papua New Guinea

Teachers College Libraries in Papua New Guinea. A Report for the Asia Foundation, the Library Services and the Teacher Education Divisions of the Department of Education. Government of Papua New Guinea.

ED 207 600

Paragraph Composition

Scripts and the Composing Process.

ED 207 329

Paralinguistics

The Ontogeny of Communication.

ED 207 091

Paraprofessional Personnel

A College Curriculum for Displaced Homemakers: Women's Crisis Counseling.

ED 206 993

Evaluation of the Training Development Program.

ED 206 802

Special Community Service and Continuing Education Program. Training Development Program (TDP). Final Report, FY '80 and 90-Day Extension.

ED 206 803

Parent Attitudes

Comparisons of Parent and Teacher Attitudes toward Mainstreaming. Draft.

ED 207 281

Discriminating Between Parent and Teacher Perceptions of an Alternative School.

ED 207 159

The Experience of Parenthood, Family Phase and Adult Development: An Exploration of Parents' Perceptions.

ED 206 827

Facilitating Positive Psychosocial Adaptation in Children with Cystic Fibrosis by Increasing Family Communication and Problem-Solving Skills. A Research Report to the Cystic Fibrosis Foundation.

ED 207 708

Heroin-Addicted Parents and Their Children. Two Reports. Services Research Report.

ED 206 988

Planning Residential and Vocational Services for Mentally Retarded Young Adults: Parents' Choices.

ED 207 283

Survey of High School Seniors and Their Parents in Harper's District. Volume 11, Number 1.

ED 207 661

Title IV-A/Johnson O'Malley Indian Education Program. Final Evaluation Report, 1980-81. Research Services Report 33-07-81/82-003.

ED 207 771

Views of Students and Parents Regarding Important Discipline Problems, Influences, and Corrective Actions: A Follow-up Study.

ED 207 150

Parent Background

A Test of a Structural Model of Student Background and Motivation Variables Influencing Student Test Performance.

ED 208 026

Parent Child Relationship

Differential Analysis of Language Teaching.

ED 207 346

Facilitating Positive Psychosocial Adaptation in Children with Cystic Fibrosis by Increasing Family Communication and Problem-Solving Skills. A Research Report to the Cystic Fibrosis Foundation.

ED 207 708

Heroin-Addicted Parents and Their Children. Two Reports. Services Research Report.

ED 206 988

Infants' Mother-Stranger Discrimination and Cognitive Functioning Twelve Years Later.

ED 207 705

Infants: Their Social Environments.

ED 207 699//

Language and Learning: Talk between Adults and Children at Home and at School.

ED 207 105

The Ontogeny of Communication.

ED 207 091

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ED 207 683

Relationship-Focused Intervention with High-Risk Infants: First Year Findings.

ED 207 319

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ED 206 964

Parent Education

Children and Society: Issues for Pre-School Reforms.

ED 207 679

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ED 207 708

Parent Grievances

Como Puede Mejorar el Programa de Educacion Migrante con el Poder e Influencia de los Padres. Parent Power in the Migrant Education Program: How to Make a Difference.

ED 207 759

Parent Influence

Chicano Scholars: Against All Odds.

ED 207 743

Parent Participation

Annual Evaluation Reports: ESAA Basic Projects Reading Components, (and) Final Evaluation Report: 1978-79 Detroit Objective Referenced Testing Program (DORT).

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Como Puede Mejorar el Programa de Educacion Migrante con el Poder e Influencia de los Padres. Parent Power in the Migrant Education Program: How to Make a Difference.

ED 207 759

Employer Sponsored Child Care: Four Issues Papers.

ED 207 688

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ED 207 274

Some Effects of Parent Involvement in Schools.

ED 206 963

Parent Responsibility

Some Alternatives to School Discipline: Parental Liability and Restitution. A Legal Memorandum.

ED 207 155

Parent Role

Future Parenting: What Issues Need Attention?

ED 207 716

[Parenting for Parents and Professionals and Group Interaction: An Annotated Bibliography.]

ED 207 683

Peer Relationship Development in Childhood.

ED 207 668

Parent School Relationship

The Evolution of a Community Drug Abuse Program: Families Have a Critical Role.

ED 206 942

Some Effects of Parent Involvement in Schools.

ED 206 963

Parenting

Conjugal Succession and the American Kinship System.

ED 207 671

Differential Characteristics for Hyperactive Children High and Low on Aggression.

ED 207 717

Future Parenting: What Issues Need Attention?

ED 207 716

Infants: Their Social Environments.

ED 207 699//

[Parenting for Parents and Professionals and Group Interaction: An Annotated Bibliography.]

ED 207 683

Parents

The Experience of Parenthood, Family Phase and Adult Development: An Exploration of Parents' Perceptions.

ED 206 827

Part Time Employment

Working on the Urban Campus.

ED 207 453

Part Time Faculty

Working on the Urban Campus.

ED 207 453

Participant Satisfaction

An Effective Model of In-Service Workshops for Elementary Teachers.

ED 207 932

Follow-Up Study of Dietetic Technician Graduates, 1975-1979. Volume 10, Number 14.

ED 207 659

Subject Index

Follow-Up Study of 1979 Harper Transfer Alumni. Volume 11, Number 9.

ED 207 663

MisSIS-First Year Graduate Analysis Report, S08-3-B and Non-Returning Student Analysis Report, S08-1-B.

ED 207 646

Some Effects of Parent Involvement in Schools.

ED 206 963

Student Survey: Exit Spring '80.

ED 207 648

Participative Decision Making

Democratic Leadership by Managing Meetings for Effective Group Decision-Making.

ED 207 153

Participative Management

Education and Organizational Democracy.

ED 207 218

Path Goal Theory

The Relationship of Principal's Leadership Priorities and Teachers' Classroom Management Skills.

ED 207 176

Patterned Responses

Equivocal Messages in Organizations.

ED 207 122

PDEM 1 Model

Post-Secondary Enrolment Forecasting with Traditional and Cross Pressure-Impact Methodologies.

ED 207 370

Peace

Peace, Security and the 1980 Elections.

ED 207 891

Peer Acceptance

Mainstreaming Children with Special Needs: Using Puppetry, Dramatic Play and Literature to Help Young Children Understand Handicaps.

ED 207 320

Peer Perceptions of the Behavior of Hyperactive Children.

ED 207 701

Peer Counseling

A College Curriculum for Displaced Homemakers: Women's Crisis Counseling.

ED 206 993

Displaced Homemakers: Vo-Tech Workshop Guide.

ED 206 872

Senior Adult Consumer Advisory Manual.

ED 206 939

Peer Evaluation

Five to One Student Teaching Experience.

ED 207 974

Staff Development Program Evaluation--Application of a Peer Supervision Program.

ED 207 982

Peer Perception Inventory

Peer Perceptions of the Behavior of Hyperactive Children.

ED 207 701

Peer Relationship

Children's Perception of Support Inventory.

ED 207 723

Peer Relationship Development in Childhood.

ED 207 668

Peer Teaching

Developing a Peer Tutoring Program: A Self-Instructional Module.

ED 207 632

"Never Too Late..." Extending Continuing Education to the Elderly Homebound: Manual.

ED 207 638

Pennsylvania

Levels and Types of Curriculum and Instructional Design Skills Presently Offered in Pennsylvania Teacher Education Programs.

ED 207 950

Perception

Children's Perceptions of the Sources of Self-Knowledge.

ED 207 706

Cross-Gender and Cross-Generational Perceptions of Sexuality.

ED 206 974

Subject Index

Perceptual Development

Antecedents of Children's Comprehension of the Purpose of Television Advertising.

ED 207 049

Photography To Enhance Aesthetic Skills.

ED 207 506//

Perceptual Motor Coordination

Innovative Perceptual-Motor Activities: Programming Techniques that Work—Part II.

ED 207 307

Performance

1981 Local Option Testing Manual. Wisconsin Pupil Assessment Program.

ED 207 988

Performance Factors

Cerebral Economics: Resource Competition Within But Not Between Hemispheres. Technical Report No. 3.

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Investigation of Pre-School Children's Problem Solving Processes. Final Report.

ED 207 698

The Recognition and Management of Burn-Out.

ED 207 744

Sex Differences in Cognition: Exploring Alternative Explanations. Symposium Papers.

ED 206 947

Periodicals

Comments on Progress Report: A Cost-Benefit Model of Some Critical Library Operations in Terms of Use of Serials (April 29, 1977) by Allen Kent and Others.

ED 207 603

Some Observations on the Available Research for the Media Manager.

ED 207 514//

Personality Assessment

Assessing Student Characteristics in Admissions to Higher Education. A Review of Procedures. Research Monograph Number 9.

ED 207 446

Personality Development

Existential/Phenomenology as a Philosophical Base for a Feminist Psychology.

ED 206 966

The International Directory of Child Development Research.

ED 207 719

Personality Problems

Hyperactivity as a Personality Disorder.

ED 207 715

Personality Studies

Personality and Cognitive Style, Predictors of Teaching Style, Preferences: An Exploratory Study.

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Personality Traits

Addicted Women: Family Dynamics, Self Perceptions, and Support Systems. Services Research Monograph Series.

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Comparison of Sex-Role Orientation and Personality Variables in Traditional Women and College Re-Entry Women.

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Personality Characteristics and Learning Style Preferences of Allied Health Students.

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Psychosocial Characteristics of Drug-Abusing Women. Services Research Monograph Series.

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Personnel Needs

Certification, Employment and Attrition of Special Education Professional Personnel in Michigan.

ED 207 294

Personnel Policy

The Changing Academic Market: General Trends and a Berkeley Case Study.

ED 207 454//

Impact Study: Staff Perceptions of Their Professional Lives. Occasional Papers No. 4.

ED 207 459

Support Staff Absenteeism: Experiences and Practices of School Systems. ERS Report.

ED 207 241//

Personnel Selection

Making Experience Count in Sex Equity Programs. A Guide to Help State Sex Equity Coordinators Work with Employers and Adult Women to Further the Recognition of Women's Job-Relevant Life Experience Learning.

ED 206 875

Staff Development: Developing a Top-Notch Staff in an Outdoor Wilderness Program Is Similar to Building an Orchestra.

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Perspective Taking

Antecedents of Children's Comprehension of the Purpose of Television Advertising.

ED 207 049

The International Flow of Information: A Trans-Pacific Perspective. The Center for the Book. Viewpoint Series, No. 7.

ED 207 537

Rating Openness: A Training Manual.

ED 206 943

Persuasive Discourse

Culture Writ Electronic: Themes in Television Advertising.

ED 207 050

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ED 207 119

Hale Boggs on J. Edgar Hoover: Rhetorical Choice and Political Denunciation.

ED 207 098

The Small Claims Court: An Argumentative Instructional Alternative.

ED 207 089

Pest Control

A Manual of Mosquito Control Projects and Committee Assignments for 4-H and Scouts Biology Class Projects, Organized Community Service Programs, and Individuals Interested in Environmental Management.

ED 207 797

Phenomenology

Existential/Phenomenology as a Philosophical Base for a Feminist Psychology.

ED 206 966

Writing as a Way of Knowing—A Phenomenological View.

ED 207 058

Philadelphia School District PA

City-Wide Summaries, City-Wide and District Performance Distributions, Kindergarten through Grade Twelve. 1978-79 Philadelphia City-Wide Testing Program, February 1979 Achievement Testing Program. Report No. 8004.

ED 208 052

Ethnographic Monitoring of Children's Acquisition of Reading/Language Arts Skills In and Out of the Classroom. Volumes I, II, and III. Final Report.

ED 208 096

Philanthropic Foundations

The Complete Grants Sourcebook for Higher Education.

ED 207 477//

Philosophy

Existential/Phenomenology as a Philosophical Base for a Feminist Psychology.

ED 206 966

Social Inquiry: Instructional Manual to Accompany MARK.

ED 207 883

Phoenix Union High School District AZ

Title IV-A/Johnson O'Malley Indian Education Program. Final Evaluation Report, 1980-81. Research Services Report 33-07-81/82-003.

ED 207 771

Phonology

Une analyse phonologique d'une parler acadien de la Nouvelle-Ecosse, Canada. Region de la Baie Sainte-Marie (A Phonological Analysis of Acadian Speech in Nova Scotia, Canada. The Baie Sainte-Marie Region).

ED 207 361

Physicians

279

Photographs

Preserving Your Historical Records. Proceedings of the Symposium Held at Drake University (Des Moines, Iowa, October 21-22, 1978).

ED 207 546

Photography

Photography To Enhance Aesthetic Skills.

ED 207 506//

Use of Cameras in an Early Childhood Classroom to Enhance Academic and Self-Concept Growth.

ED 207 521

Physical Activities

Desk and Chair Activities for Fun and Fitness.

ED 207 303

Developmental Trampoline Activities for Individuals with Multiple Handicapping Conditions.

ED 207 308

Individualized Leisure Programs for Disabled Individuals.

ED 207 313

Motor Development Relays.

ED 207 311

Movement Discovery Linking the Impossible to the Possible.

ED 207 310

Movement Education for Able-Bodied and Disabled Students in Regular or Special Settings.

ED 207 297

Physical Development

You and Me and Human Sexuality: A Student Booklet Written for Deaf Adolescents.

ED 206 941

Physical Disabilities

Adaptive Devices for Aquatic Activities.

ED 207 305

Dance for Students with Orthopedic Conditions—Popular, Square, Folk, Modern, [and] Ballet.

ED 207 304

Independent Swimming for Children with Severe Physical Impairments.

ED 207 306

Report on Questions Raised and Requests Made at the 1980 National Conference of Librarians Serving Blind and Physically Handicapped Readers.

ED 207 574

Weight Training for Wheelchair Sports.

ED 207 302

Physical Education

A Data Based Gymnasium: A Systematic Approach to Physical Education for the Handicapped.

ED 207 271

Essentials of a Quality Elementary School Physical Education Program. A Position Paper.

ED 207 983

Implications of Section 504 of the Rehabilitation Act as Related to Physical Education Instructional, Personnel Preparation, Intramural, and Interscholastic/Intercollegiate Sport Programs.

ED 207 312

Reading in Health/Physical Education/Recreation Classes.

ED 207 973

Physical Fitness

Desk and Chair Activities for Fun and Fitness.

ED 207 303

Physical Health

School Outcomes of Chronically Ill Children and Their Siblings: A Multivariate Approach.

ED 207 163

Physical Sciences

The Development and Analysis of a Grade Eight Physical Science Test.

ED 207 999

Physician Patient Relationship

Communication and Noncompliance: An Axiomatic Framework.

ED 207 109

Physicians

Communication and Noncompliance: An Axiomatic Framework.

ED 207 109

Health Manpower Assessment Within the Framework of Area Health Education Center Evaluation.

ED 207 109

- ED 206 824
- Physics**
Physics of Mechanical, Gaseous, and Fluid Systems. A Study Guide of the Science and Engineering Technician Curriculum. ED 207 795
Velocity Space and the Geometry of Planetary Orbits. Artificial Intelligence Memo No. 320. ED 207 807
- Piagetian Tasks**
Conservation as a Supplementary Predictor of Reading Skill. ED 207 030
Conservation Reasoning Ability and Performance on BSCS Blue Version Examinations. ED 207 820
Encouraging the Transition from Concrete to Formal Cognitive Functioning—An Experiment. ED 207 821
A Note on the Factor Structure of Some Piagetian Tasks. ED 207 823
- Piagetian Tests**
Classification and IQ—Alternative Predictors of Math Performance. ED 207 835
- Piagetian Theory**
The Place of Language in Piagetian Theory. ED 207 055
- Pictorial Stimuli**
Analyzing Functions of Illustrations in Text. ED 207 496//
Bibliography of Pictorial Research Appearing in Selected Journals in 1980. ED 207 504//
Increasing Toddlers' Vocabularies Through Picture-Reading. ED 207 682
Visual Compositions and the Writing Process. ED 207 082
- Pilot Projects**
Final Report of the Computer Assisted Learning Test Project. Report No. 19. ED 207 486
- Place of Residence**
Rural-Urban Differences in Sex Role Orientations. ED 207 764
- Planning**
Community-Based Prevention Specialist. Participant Manual. ED 206 955
Community-Based Prevention Specialist. Trainer Manual. ED 206 954
Conference Planning Manual. ED 207 541
Estimation of Time Requirements During Planning: Interactions Between Motivation and Cognition. ED 207 215
Expanding Career Options: A Model Sex Equity Program. Participant Guide. ED 206 951
Investigation of Pre-School Children's Problem Solving Processes. Final Report. ED 207 698
The OEMA Fall Conference Planners Handbook. 1981 Edition. ED 207 590
Parsing Protocols Using Problem Solving Grammars. AI Memo 385. ED 207 581
Planning for State Systems of Education Service Agencies: Some Conceptual and Methodological Considerations. ESA Study Series/Report No. VIII. ED 207 209
Preparing for Collective Bargaining: The Players and the Game Play (an Introductory Approach). ED 207 146
Prevention Program Management. Participant Manual. ED 206 957
Prevention Program Management. Trainer Manual. ED 206 956
- Structured Planning and Debugging: A Linguistic Theory of Design. AI Memo 387. ED 207 583
- Planning Monitoring Implementation Model**
An Application of the PMI Model at the Project Level Evaluation of ESEA Title IV-C Projects. ED 207 237
An Application of the PMI Model at the System Level: Evaluation of a Division in Central Administration. ED 207 243
Application of the PMI Model at the System Level: Evaluation of a Systemwide Program Implementation. ED 207 238
- PLATO**
Theory Into Practice: Implementing Educational Programs. ED 207 204
- Play**
Children's Interpersonal Relationships: Play-ground Games and Social Cognitive Skills. Final Report. ED 207 697
Increasing Toddlers' Vocabularies Through Picture-Reading. ED 207 682
- Playwriting**
The Playwrights-Directors Workshop. ED 207 117
- Poetry**
The American Cowboy as Depicted Through Music and Poetry: Instructional Materials for the Elementary Classroom Teacher. ED 207 901
- Police**
Cop Talk and Media Use. ED 207 110
- Police Education**
Syllabus Design and Construction in Criminal Justice Education. ED 207 395
- Policy Analysis**
Education Policy Analysis and the Rent-a-Troika Business. ED 207 228
- Policy Formation**
An Analysis of Public Relations Policy Development in Selected Public School Districts. ED 207 245
Employer Sponsored Child Care: Policy Discussions, Recommendations, and Bibliography. ED 207 689
Energy Education: A Policy Development Handbook. ED 207 831
Ethnography: A Research Tool for Policymakers in the Drug and Alcohol Fields. Symposium Papers. ED 206 983
The Functions of Institutional Research. ED 207 443
Kids and Politics Do Mix: The Role of the Early Childhood Professional in Influencing Public Policy. ED 207 690
Nutritional Problems and Policy in Tanzania. Cornell International Nutrition Monograph Series, Number 7 (1980). ED 207 710
Nutrition in Policy Planning for the Rural Sector. Cornell International Nutrition Monograph Series, Number 8 (1981). ED 207 711
An Overview of Library Networking in Virginia. ED 207 566
Serving Troubled Children: Program and Policy Planning for the Future. ED 206 992
A Study of the R&D Utilization Program. RDU Study and its Policy Context: Perspectives of Educational Policy Makers. A Memorandum. ED 207 253
Utilization of Evaluation Results in Joint Policy Making. ED 208 007
- Policy Issue Networks**
The State Role in Education Policy Innovation. ED 207 160
- Political Affiliation**
Media Effects on the Perceived Legitimacy of Deviant Political Groups: Two Experiments. ED 207 046
- Political Attitudes**
Ethnicity and Politics. IRSS Research Reports. ED 207 873
A Study of Attitude Change in College Classes. ED 207 928
- Political Influences**
American Reporters/Soviet Reporters: A Convergence? ED 207 052
Competency Testing: Assessment or Politics? Draft. ED 207 231
Education Policy Analysis and the Rent-a-Troika Business. ED 207 228
Media Effects on the Perceived Legitimacy of Deviant Political Groups: Two Experiments. ED 207 046
- Political Issues**
The Role of the Colegio de Periodistas in the Journalism of Chile. ED 207 057
- Politics**
Education, Society and Politics in Sweden. Monograph No. 2. ED 207 877
The Establishment and Abolishment of a Statewide System of Education Service Agencies: The Kentucky Experience. ESA Study Series/Report No. III. ED 207 206
Ethnicity and Politics. IRSS Research Reports. ED 207 873
Political Discovery Resource Book. ED 207 892
Politics of Textbook Selection. ED 207 166
The Quality of the 1980 Presidential Forums: A "Revisionist" Position on Presidential Debates. ED 207 096
- Politics of Education**
Politics of Textbook Selection. ED 207 166
- Popular Culture**
Community in the Schools—To Teach a Craft and Study Oldtime Radio Humor. ED 207 686
Finding Materials on American Popular Culture in the MSU Libraries: Popular Music, Television, Comics, Popular Fiction, Movies. How to Find Series No. 9. ED 207 573
The Harry "A" Chesler Collection of Illustration and Comic Art at Fairleigh Dickinson University: A Booklist. ED 207 572
- Population Education**
Feed, Need, Greed: Food Resources & Population. A High School Curriculum. ED 207 811
- Population Growth**
World Food Resources and Population: The Narrowing Margin. ED 207 924
- Population Trends**
The Decade Ahead: A Forecast of the Tacoma School District in the 1980s. A Report to the Tacoma School Board. ED 208 106
Farm Population of the United States: 1980. ED 207 762
Planning Resource. ED 207 653
Population and Enrollment Projections. Analytical Studies Research Report[s], 81-1 [and] 81-5. ED 207 622

Subject Index

Portable Braille Recorder

Evaluation and Research Program for the Portable Braille Recorder (PBR). Volume I. Final Report.

ED 207 267

Evaluation and Research Program for the Portable Braille Recorder (PBR). Volume II. Appendices to Final Report.

ED 207 268

Evaluation and Research Program for the Portable Braille Recorder (PBR). Volume III. Appendix 19, Digicassette Operating Manual.

ED 207 269

Portland Career Survey Project

Evaluative Research in Local Youth Programming—Using the Tools of Knowledge Development. Knowledge Development Framework. Youth Knowledge Development Report 1.5.

ED 206 861

Post High School Guidance

Public Image of the University: Perceptions of High School Counselors. Institutional Research Report No. 81-19.

ED 207 389

Postsecondary Education

Alaska High School Seniors Survey Report, 1979-80.

ED 207 431

Functions, Analytic Geometry, Probability and Statistics. A Study Guide of the Science and Engineering Technician Curriculum.

ED 207 792

A Long-Range Follow-up of Post-Secondary Vocational, Technical and Adult Education Graduates. Final Report.

ED 206 859

Materials and Fabrication Methods I. A Study Guide of the Science and Engineering Technician Curriculum.

ED 207 793

Materials and Fabrication Methods II. A Study Guide of the Science and Engineering Technician Curriculum.

ED 207 794

Physics of Mechanical, Gaseous, and Fluid Systems. A Study Guide of the Science and Engineering Technician Curriculum.

ED 207 795

Postsecondary Education in Indiana. A Summary Report with Recommendations. Part Four of a Four-Part Study. Manpower Report 81-3.

ED 207 448

Post-Secondary Enrolment Forecasting with Traditional and Cross Pressure-Impact Methodologies.

ED 207 370

Science and Engineering Graphics I. A Study Guide of the Science and Engineering Technician Curriculum.

ED 207 796

Potential Dropouts

Disadvantaged Learners: The Nature of the Problem and Some Potential Solutions.

ED 207 773

Power Structure

Small Group Communication in the 1980's.

ED 207 092

The State Role in Education Policy Innovation.

ED 207 160

The Status of Black Administrators in Higher Educational Institutions.

ED 207 406

Practicum Supervision

Beginning Practicum Experiences: Anxiety and Its Consequences.

ED 206 944

Practicums

Child Abuse and Neglect Curriculum in Schools.

ED 207 285

Prediction

Forecasting and Maximizing Post-Secondary Futures: Dilemmas Over Negative Futures and Their Hidden Costs.

ED 207 369

Post-Secondary Enrolment Forecasting with Traditional and Cross Pressure-Impact Methodologies.

ED 207 370

Predictive Measurement

Classification and IQ-Alternative Predictors of Math Performance.

ED 207 835

Development of Procedures for Assessing the Impact of Vocational Education Research and Development on Vocational Education (Project IMPACT). Volume 8-A Field Study of Predicting Impact of Research and Development Projects in Vocational and Technical Education.

ED 206 817

The Effects of Written Language Awareness on First Grade Reading Achievement.

ED 207 033

Examining Management Success Potential.

ED 207 239

Predictive Validity

A Community College User's Approach to American College Testing Data.

ED 207 615

Conservation as a Supplementary Predictor of Reading Skill.

ED 207 030

Development of Procedures for Assessing the Impact of Vocational Education Research and Development on Vocational Education (Project IMPACT). Volume 8-A Field Study of Predicting Impact of Research and Development Projects in Vocational and Technical Education.

ED 206 817

The Effects of Written Language Awareness on First Grade Reading Achievement.

ED 207 033

Past Performance, Quantitative Models, and the Prediction of Community College Enrollments.

ED 207 627

Predictor Variables

Conservation as a Supplementary Predictor of Reading Skill.

ED 207 030

Differential Characteristics for Hyperactive Children High and Low on Aggression.

ED 207 717

Predicting College Achievement Using Performance in College-Level Courses Taken in High School, SAT Scores, and High School Rank.

ED 207 414

The Problem-Drinking Drug Addict. Services Research Report.

ED 206 987

A Test of a Structural Model of Student Background and Motivation Variables Influencing Student Test Performance.

ED 208 026

Variables Associated With Effective Schooling.

ED 207 221

Pregnancy

Improving Services to Young Parents through CETA.

ED 208 110

Preliminary Scholastic Aptitude Test

IRT Equating: A Flexible Alternative to Conventional Methods for Solving Practical Testing Problems.

ED 208 038

Prenatal Influences

Differential Characteristics for Hyperactive Children High and Low on Aggression.

ED 207 717

The Ontogeny of Communication.

ED 207 091

Preparative Evaluation

An Evaluation of a Staff Development Exercise at the 1980 American College Personnel Association Convention. Research Report No. 15-80.

ED 207 462

Preschool Children

Children's Perceptions of the Sources of Self-Knowledge.

ED 207 706

A Comparison of Multi-Age and Homogeneous Age Grouping in Early Childhood Centers.

ED 207 673

Correlations Between the McCarthy Scales of Children's Abilities and the Bayley Scales of Infant Development.

ED 208 034

Pretests Posttests

281

Investigation of Pre-School Children's Problem Solving Processes. Final Report.

ED 207 698

Low-Income, Black Preschoolers' Ability to Complete Temporally-Ordered Sequences.

ED 207 704

Musical Experience: An Aid to the Development of Language.

ED 207 703

Peer Perceptions of the Behavior of Hyperactive Children.

ED 207 701

Predicting Social Competence: The Validity of the PIPS.

ED 207 718

Using Computer Technology to Provide a Creative Learning Environment for Preschool Children. AI Memo 360.

ED 207 576

Preschool Education

Consumer Education for the Young Child. Volume 1: Theory and Applications.

ED 207 916

Consumer Education for the Young Child. Volume 2: An Annotated Bibliography.

ED 207 917

Consumer Education for the Young Child. Volume 3: An Activities Handbook.

ED 207 918

Curriculum for Early Childhood Education: A Report of a Workshop Held at the Kenya Institute of Education (July 16 to August 3, 1979). Volume 1.

ED 207 684

Curriculum for Early Childhood Education: A Report of a Workshop Held at the Kenya Institute of Education (July 16 to August 3, 1979). Volume 2.

ED 207 685

Head Start: An Effective Program But the Fund Distribution Formula Needs Revision and Management Controls Need Improvement. Report to the Congress of the United States by the Comptroller General.

ED 207 724

Pre-School Education in the European Community. Commission of the European Communities Studies Collection, Education Series No. 12.

ED 207 693

Preschool Teachers

Bibliography of CDA Training Materials: An Annotated List of Currently Available Modules and Other Publications.

ED 207 694

Preservation

Preserving Your Historical Records. Proceedings of the Symposium Held at Drake University (Des Moines, Iowa, October 21-22, 1978).

ED 207 546

Preservice Teacher Education

Goals for Mathematical Education of Elementary School Teachers: A Report of the Cambridge Conference on Teacher Training.

ED 207 814

The Influence of Selected Societal, University, and School Conditions on the Preparation and Practice of Teachers.

ED 207 962

Levels and Types of Curriculum and Instructional Design Skills Presently Offered in Pennsylvania Teacher Education Programs.

ED 207 950

What You Say After Hello: Pre-Service Orientation for Native Programs.

ED 207 734

Presidential Candidates

The Quality of the 1980 Presidential Forums: A "Revisionist" Position on Presidential Debates.

ED 207 096

Presidential Debates

The Quality of the 1980 Presidential Forums: A "Revisionist" Position on Presidential Debates.

ED 207 096

Pretests Posttests

Regression Study of Learner Control Data.

ED 208 012

Prevention

- Adolescent Suicide in the United States. ED 206 967
- Community-Based Prevention Specialist. Participant Manual. ED 206 955
- Community-Based Prevention Specialist. Trainer Manual. ED 206 954
- Developing an Occupational Drug Abuse Program: Considerations and Approaches. Services Research Monograph Series. ED 206 965
- Prevention of Child Abuse: Theory, Myth, Practice. ED 207 669
- Prevention Program Management. Participant Manual. ED 206 957
- Prevention Program Management. Trainer Manual. ED 206 956
- Preventive Maintenance Handbook. Audiovisual Equipment. ED 207 197//
- Services for Children of Alcoholics. Symposium (Silver Spring, Maryland, September 24-26, 1979). Research Monograph No. 4. ED 206 964
- Some Perspectives on the Problems of Alienated Youth. ED 207 286

Prevocational Education

- A Transitional Pre Vocational Training Program for Visually Impaired Severely Multiply Handicapped Youths. Final Report, September 4, 1980-June 18, 1981. ED 206 903

Principals

- The Catholic School Principal: An Outline for Action. ED 207 202
- Effective Principal, Effective School. ED 207 131
- The Effects of Collective Bargaining on the Climate of Administration and Supervision. ED 207 194
- How to Improve and Evaluate the Principal's Performance. ED 207 147
- A Literature Review: Competencies for Principals of Bilingual/Community Schools. ED 207 198
- The Preparation of Schools to Meet the Physical Education Requirements of P.L. 94-142. ED 207 960
- The Relationship of Decision Involvement and Principals' Leadership to Teacher Job Satisfaction in Selected Secondary Schools. ED 207 129
- The Relationship of Principal's Leadership Priorities and Teachers' Classroom Management Skills. ED 207 176
- Roles, Competencies and Leadership Qualities of Administrators and Supervisors: An Annotated Bibliography. ED 207 246
- A Study of the Problem-Solving Pattern of Selected Secondary School Principals in Bendel State of Nigeria. ED 207 136
- The Urban Principal. Discretionary Decision-Making in a Large Educational Organization. ED 207 178

Printed Materials

- Language, Speech and Print. ED 207 011

Printing

- The Retrospective Singapore National Bibliography: The Task Ahead. ED 207 485

Privacy

- Journalism, Privacy, and Embarrassing Facts: A Critical Review of the Newsworthiness Defense. ED 207 075
- The U. S. Privacy Protection Commission-A Retrospective View from the Chair. ED 207 923

Privacy Protection Commission

- The U. S. Privacy Protection Commission-A Retrospective View from the Chair. ED 207 923

Private Agencies

- A Glossary of Terms, Acronyms, and Abbreviations Used in the Department of Health and Social Services. ED 207 571

Private Colleges

- The Corporate Authority of Governing Boards of Colleges and Universities at the Turn of the Century: A Review of Statutes and Court Decisions. ED 207 457
- The Corporate Stake in Higher Education: An Underdeveloped Potential. ED 207 419
- 3,270 Postsecondary Institutions Accredited in 1980-81. ED 207 425

Private Financial Support

- The Complete Grants Sourcebook for Higher Education. ED 207 477//
- The Corporate Stake in Higher Education: An Underdeveloped Potential. ED 207 419
- New Goals for Corporate Giving to Higher Education. ED 207 440

Problem Solving

- Distance University Students' Use of Course Material to Complete Mathematics Exercises. ED 207 848
- Field Agency in Teacher Centers. (The concept of the agricultural extension agent applied to teacher centering in the United States). ED 207 958
- Improving Teacher Education. Resources and Recommendations. ED 207 966//
- Investigation of Pre-School Children's Problem Solving Processes. Final Report. ED 207 698
- A Model of Crisis Decision Making in Organizations. ED 207 181
- Overview of a Linguistic Theory of Design. AI Memo 383A. ED 207 579
- Parsing Protocols Using Problem Solving Grammars. AI Memo 385. ED 207 581
- PAZATN: A Linguistic Approach to Automatic Analysis of Elementary Programming Protocols. AI Memo 388. ED 207 584
- Problems of Complex Systems: A Model of System Problem Solving Applied to Schools. ED 207 164
- Problem Solving with Calculators in Elementary School Mathematics: Report to the Protestant School Board of Greater Montreal. ED 207 827
- Report of Summer, 1980 Workshop. Roosevelt University/Chicago Board of Education Teacher Corps Project. ED 207 955
- SPADE: A Grammar Based Editor for Planning and Debugging Programs. AI Memo 386. ED 207 582
- Structured Planning and Debugging: A Linguistic Theory of Design. AI Memo 387. ED 207 583
- A Study of the Problem-Solving Pattern of Selected Secondary School Principals in Bendel State of Nigeria. ED 207 136
- Teaching Children to Solve One-Step Word Problems. ED 207 849
- Teaching the Computer to Add: An Example of Problem-Solving in an Anthropomorphic Computer Culture. Artificial Intelligence Memo No. 396. ED 207 809
- Wusor II: A Computer Aided Instruction Program with Student Modelling Capabilities. AI Memo 417. ED 207 587

Procedures for Adopting Educational Innovations

- The Personal Interview: A Tool for Investigating and Understanding Change in Schools. ED 207 173

Production Techniques

- Alcohol Fuel Production for Vocational Students: Secondary, Postsecondary. ED 206 895
- Persuasive Films: Techniques Used to Change Attitudes. ED 207 513//
- The Playwrights-Directors Workshop. ED 207 117

Productivity

- Beyond Productivity to Quality. ED 207 385
- Fuller Employment with Less Inflation. ED 206 850
- The Productivity of Criminology and Criminal Justice Faculty. ED 207 392
- Professionalism Among Criminal Justice Educators. ED 207 396

Professional Associations

- The OEMA Fall Conference Planners Handbook. 1981 Edition. ED 207 590
- Report on the Annual Meeting of the American Association of University Professors (67th, George Washington University, Washington, D.C., June 12-13, 1981). ED 207 458
- The Role of the Colegio de Periodistas in the Journalism of Chile. ED 207 057

Professional Continuing Education

- Continuing Professional Education: Moving into the 80's. Conference Proceedings (Calgary, Alberta, October 22-24, 1980). ED 206 877
- Faculty Study in a Second Discipline: Survey of Fellows May 1981. ED 207 469
- Identifying Continuing Education Needs as Perceived by Public School Learning Resources Personnel in Texas. A Final Report of a Research Project. ED 207 557
- Library Continuing Education in South Central Pennsylvania: The SPACE Council Needs Assessment. ED 207 607

Professional Development

- A Consumer's Guide to Teacher Development. ED 207 970
- Developing Writing Ability: Criteria for a Program for Teachers and Students. ED 207 069
- "Goals for the Eighties." Proceedings from the 1981 Spring Meeting of the Nebraska Library Association, College and University Section (Wayne, Nebraska, April 23, 1981). ED 207 548

Professional Education

- Academic Disciplines and Debates: An Essay on Criminal Justice and Criminology as Professions in Higher Education. ED 207 397
- A Heuristic Model of Criminology and Criminal Justice. ED 207 393
- Proceedings of the Conference: Universities in World Network of Information and Communication (3rd, Dubrovnik, May 20-23, 1980). ED 207 538
- Teaching Social Work Research: Alternative Programs and Strategies. ED 207 367
- Two Views of Criminology and Criminal Justice: Definitions, Trends, and the Future. ED 207 394

Professional Occupations

- Choosing a College Major in the Hard and Technical Sciences and the Professions: A Causal Explanation. ED 206 829

Subject Index

- Issues in Testing for Competency. ED 208 001
Tracking Working Women. Final Report, August 1980-June 30, 1981. ED 206 902
- Professional Personnel**
Continuing Professional Education: Moving into the 80's. Conference Proceedings (Calgary, Alberta, October 22-24, 1980). ED 206 877
Languages: The Plus in Today's World. ED 207 365
Professionalism Among Criminal Justice Educators. ED 207 396
- Professional Recognition**
Self-Esteem and Professionalism. ED 206 975
- Professional Training**
In-Service Training Program for Library Paraprofessionals: A Report. ED 207 536
- Professionalism**
Professionalism Among Criminal Justice Educators. ED 207 396
- Profiles**
Farm Income Recipients and Their Families: A Socioeconomic Profile. Rural Development Research Report No. 30. ED 207 755
Statistical Profile. 1979-80. ED 208 063
- Program Administration**
Program Review: Administrative Units and Service Units, COPE Study 1979-80. ED 207 381
Title IV-A/Johnson O'Malley Indian Education Program. Final Evaluation Report, 1980-81. Research Services Report 33-07-81/82-003. ED 207 771
- Program Attitudes**
Staff Development and Curriculum Change: What's Good for Teachers is Good for Schools. (Draft). ED 207 255
- Program Budgeting**
Second Annual Academic and Financial Study of Teacher Education Programs in Senior State Universities and Land-Grant Colleges. 1978-1979. ED 207 946
Thirty-Third Annual Report of Indian Education in Eastern Oklahoma. ED 207 736
- Program Content**
The National Census Study of Secondary Vocational Consumer and Homemaking Programs. A Final Report. ED 206 916
- Program Costs**
Technology in Higher Education: Does It Really Improve Accessibility and Quality and Cost Less in the Long Run? ED 207 428
Thirty-Third Annual Report of Indian Education in Eastern Oklahoma. ED 207 736
- Program Descriptions**
Basic Skills Programs at the City University of New York: Reading. ED 207 029
A Guide to Energy-Related Curriculum at California Community Colleges and Certain Other Programs. ED 207 826
Partnership in Development: Canadian Universities and World Food. Background Study 45. ED 207 845
Some Models of Mathematics Teachers' Centres. ED 207 837
Student Science Training Program in Mathematics, Physics and Computer Science. Final Report to the National Science Foundation. Artificial Intelligence Memo No. 393. ED 207 808

Teaching Nutrition: A Review of Programs and Research. ED 207 840

University Curricula in the Marine Sciences and Related Fields, Academic Years 1979-1980, 1980-1981. ED 207 825

Program Design

Program Design Considerations for English as a Second Language. Adult Education Series #11. Refugee Education Guide. ED 207 349

Study of the Career Intern Program. Final Technical Report-Task C: Program Dynamics: Structure, Function, and Interrelationships. ED 206 843

The U. S. Privacy Protection Commission-A Retrospective View from the Chair. ED 207 923

What Is Student Development? Horizons Issue Monograph Series. ED 207 619

Program Development

The Basic Skills Effort at the City University of New York. ED 207 072

Community-Based Prevention Specialist. Participant Manual. ED 206 955

Community-Based Prevention Specialist. Trainer Manual. ED 206 954

Continuing Education for Business. Monograph 134. ED 206 879

Day Care in Caracas: A Day Care Homes Program Evaluation Report. Volume I: Executive Summary. ED 207 691

A Decade of International Library Co-operation Through IFLA: A Third World Perspective. ED 207 481

Developing an Occupational Drug Abuse Program: Considerations and Approaches. Services Research Monograph Series. ED 206 965

Developing a Peer Tutoring Program: A Self-Instructional Module. ED 207 632

Employer Sponsored Child Care: Four Issues Papers. ED 207 688

Employment Services: Program Components and Models of Employment Services for Refugees. ED 208 101

Energy Education: A Policy Development Handbook. ED 207 831

Ensenanza Bilingue (Bilingual Education). ED 207 331

Evaluative Research in Local Youth Programming-Using the Tools of Knowledge Development. Knowledge Development Framework. Youth Knowledge Development Report 1.5. ED 206 861

Exemplary Rural Education and Economic Development Initiatives. State-of-the-Art Report. ED 206 926

Extending Basic Education to the Elderly: A Guide to Program Development. ED 207 639

Final Report of Project V.G.I.P., July 1, 1980-June 30, 1981. ED 206 885

Final Report of the Vocational Rehabilitation Project (SREG 116), November 1980-June 30, 1981. Part II. ED 206 883

Guidelines for Industrial Education Programs in Elementary and Secondary Schools, Regional Occupational Centers, and Regional Occupational Programs. Revised. ED 206 826

Head Start: An Effective Program But the Fund Distribution Formula Needs Revision and Management Controls Need Improvement. Report to the Congress of the United States by the Comptroller General. ED 207 724

Program Effectiveness

283

Health-Related Services: Program Components and Models of Health and Health-Related Services for Refugees. ED 208 075

Improving Teacher Education. Resources and Recommendations. ED 207 966//

Individualized Leisure Programs for Disabled Individuals. ED 207 313

Industry-Education-Labor Collaboration: An Active Guide for Collaborative Councils. ED 206 907

Jobs and Community Improvements-A Handbook for Enhanced Work Projects. Implementation Issues. Youth Knowledge Development Report 8.1. ED 206 870

Knowledge Development under the Youth Initiatives-Proceedings of an Overview Conference (Waltham, Massachusetts, October 5-6, 1978). Knowledge Development Framework. Youth Knowledge Development Report 1.3. ED 206 860

Linking Education and Local Development: An International Perspective. ED 206 923

The Local Focus on Youth. Program Evaluations. Youth Knowledge Development Report 3.15. ED 206 866

Making Local School Development Work. ED 208 098

Movement Education for Able-Bodied and Disabled Students in Regular or Special Settings. ED 207 297

Nature, Types and Scale of Rural Development. ED 206 919

Outreach, Information and Referral: Program Components and Models of Outreach, Information and Referral Services for Refugees. ED 208 099

Refugee Orientation: Program Components and Models of Orientation for Refugees, Sponsors and Service Providers. ED 208 074

Refugee Resettlement: An Outline for Service Planning and Delivery. ED 208 100

A Resource Guide for Mental Health and Support Services for the Elderly. ED 206 962

Rural Land Use: A Need for New Priorities. ED 206 922

Secondary Special Education Programs: A Procedures Manual. ED 206 800

Serving Troubled Children: Program and Policy Planning for the Future. ED 206 992

Social Adjustment Services: Program Components and Models of Social Adjustment Services for Refugees. ED 208 072

The Standardized Assessment System for Youth Demonstration Projects. Knowledge Development Framework. Youth Knowledge Development Report 1.6. ED 206 862

Strategies for Identification and Academic Development of the Gifted/Talented Bilingual Student. ED 207 290

Toward an American Rural Renaissance: Realizing Rural Human Resource Development during the Decade of the Eighties. Final Technical Report. ED 206 917

Vocational Training and Skills Recertification: Program Components and Models of Vocational Training and Skills Recertification for Refugees. ED 208 073

Program Discontinuance
Coping With Curricular Change in Academe. The AIR Professional File No.9, Spring 1981. ED 207 436

Program Effectiveness
An Alternative Feedback/Evaluation Model for Outdoor Wilderness Programs. ED 207 745

Assessment of Adherence to Eating Habit and Exercise Components in a Behavioral Weight Control Program. ED 206 946

Assessments of Job Corps Performance and Impacts. Volume II. Program Evaluations. Youth Knowledge Development Report 3.3.

ED 206 865

CETA's Results and Their Implications. A Policy Statement by The National Council on Employment Policy.

ED 206 858

Cleveland Urban Learning Community (CULC): Evaluation Report

ED 207 698

Day Care in Caracas: A Day Care Homes Program Evaluation Report. Volume I: Executive Summary.

ED 207 691

Design and Measurement Issues in Follow Through Research.

ED 207 172

Designing and Managing Interorganizational Networks. Linking R&D with Schools.

ED 207 260

Development of Procedures for Assessing the Impact of Vocational Education Research and Development on Vocational Education (Project IMPACT). Volume 4-A Case Study of Illinois Projects in Horticulture.

ED 206 813

Development of Procedures for Assessing the Impact of Vocational Education Research and Development on Vocational Education (Project IMPACT). Volume 5-A Case Study of Illinois Career Education Projects at the Awareness Level.

ED 206 814

Development of Procedures for Assessing the Impact of Vocational Education Research and Development on Vocational Education (Project IMPACT). Volume 6-Assessing the Impact of the Occupational Survival Skills Project.

ED 206 815

Development of Procedures for Assessing the Impact of Vocational Education Research and Development on Vocational Education (Project IMPACT). Volume 7-Case Studies of Two Illinois School Districts with Innovative Vocational Education Programs.

ED 206 816

Development of Procedures for Assessing the Impact of Vocational Education Research and Development on Vocational Education (Project IMPACT). Volume 9-Executive Summary.

ED 206 818

Early Intervention for Children with Special Needs and Their Families: Findings and Recommendations.

ED 207 278

Educational and Vocational Guidance in Denmark. Education in Denmark.

ED 206 833

Enhanced Work Projects-The Supported Work Approach for Youth. Youth Work Experience. Youth Knowledge Development Report 7.3.

ED 206 869

Essentials of a Quality Elementary School Physical Education Program. A Position Paper.

ED 207 983

Evaluation of ADVANCE: A Nontraditional Adult Diploma Program.

ED 206 807

An Evaluation of Computerized Instruction for Institutionalized Adult Students, Addicts and Alcoholics.

ED 206 823

An Evaluation of the Oklahoma Training for Child Care Careers Project.

ED 207 692

An Evaluation of Work Experience Programmes Operating in Government Secondary Schools in Western Australia. Discussion Paper No. 10.

ED 206 909

An Examination of Student Progress in Tacoma's Remediation Assistance Program (RAP) Compared with Progress of Similar Non-RAP Students.

ED 208 107

Field Test Results of a Workbook Approach to Improving the Self-Concepts and Motivation Levels of Vocational Students.

ED 206 914

Final Evaluation Report on Detroit's Bilingual Individualized Instructional Management System Project, 1978-1979.

ED 208 121

Final Evaluation Report on Detroit's Title IV-C Bilingual Project, 1978-1979.

ED 208 122

Final Project Report of Optimizing Vocational Development in the Handicapped, September 1980-June 1981.

ED 206 893

Final Report of the Vocational Rehabilitation Project (SREG 116), November 1980-June 30, 1981. Part II.

ED 206 883

The Implementation of the Targeted Jobs Tax Credit. Report No. 3.

ED 206 849

Improving the Implementation of YEDPA Programs. Implementation Issues. Youth Knowledge Development Report 8.6.

ED 206 871

Knowledge Development under the Youth Initiatives-Proceedings of an Overview Conference (Waltham, Massachusetts, October 5-6, 1978). Knowledge Development Framework. Youth Knowledge Development Report 1.3.

ED 206 860

The Limits of Compensatory Education.

ED 208 094

The Local Focus on Youth. Program Evaluations. Youth Knowledge Development Report 3.15.

ED 206 866

New Hampshire Lost Person Study, 1974-1979.

ED 207 750

New York State Programs of Postsecondary Opportunity, 1979-80. An Analysis of Annual Reports of Programs at the City University, the State University, and Independent Colleges and Universities, with Recommendations.

ED 208 124

Preparation of Secondary and Post-Secondary Students for Entry-Level Employment in the Shell Fishing Industry. Final Report, July 1, 1980-June 30, 1981.

ED 206 886

Preparing Young People for the Work-Force: The Place of Literacy and Numeracy. Discussion Paper No. 8.

ED 206 908

Proceedings: Strategies for Urban School Improvement.

ED 208 084

Product Evaluation of the Counseling and Career Guidance Component of the Detroit Desegregation Court Order.

ED 208 112

Product Evaluation of the Elementary and Middle School Reading and Communication Skills Component of the Detroit Desegregation Court Order.

ED 208 113

Product Evaluation of the High School Reading and Communication Skills Component of the Detroit Desegregation Court Order.

ED 208 114

Product Evaluation of the Inservice Training Component of the Detroit Desegregation Court Order.

ED 208 111

Product Evaluation of the Uniform Code of Student Conduct Component of the Detroit Desegregation Court Order.

ED 208 115

The Progress of Self-Reported Androgynous Behavior in College Women.

ED 206 980

Rehabilitation, Education, Training and Employment Programs Administered by the Veterans' Administration. Hearing before the Subcommittee on Education, Training and Employment of the Committee on Veterans' Affairs, House of Representatives, Ninety-Seventh Congress, First Session.

ED 206 901

Relationships between Local Contributions and the Success of a Federal School Improvement Program. Draft.

ED 207 254

Report on the Educational Programs for Students of Limited English Proficiency in the State of New York.

ED 208 086

Study of the Career Intern Program. Final Report-Task A: Implementation.

ED 206 841

Study of the Career Intern Program. Final Report-Task B: Assessment of Intern Outcomes.

ED 206 842

Study of the Career Intern Program. Summary Report.

ED 206 840

Study of the Career Intern Program. Task D: Final Report, Volume 2. Comparisons of the CIP with Other Similar Youth Programs.

ED 206 844

Teacher Center Feasibility Study. Final Report.

ED 206 932

Title I Elementary and Secondary Education Act, 1965: Evaluation Reports 1979-80.

ED 208 059

A Transitional Pre Vocational Training Program for Visually Impaired Severely Multiply Handicapped Youths. Final Report, September 4, 1980-June 18, 1981.

ED 206 903

The U. S. Privacy Protection Commission-A Retrospective View from the Chair.

ED 207 923

Vocational/Special Needs Support Services Pilot Project. Final Report, January 5, 1981-June 30, 1981.

ED 206 904

Program Evaluation

Annual Evaluation Report. Volume I, Fiscal Year 1980.

ED 207 264

Annual Evaluation Report. Volume II, Fiscal Year 1980.

ED 206 265

An Application of the PMI Model at the Project Level Evaluation of ESEA Title IV-C Projects.

ED 207 237

An Application of the PMI Model at the System Level: Evaluation of a Division in Central Administration.

ED 207 243

Application of the PMI Model at the System Level: Evaluation of a Systemwide Program Implementation.

ED 207 238

Career Development for Dropout LD and ED Adolescent Boys: Two Evaluation Reports on Activities between April 1, 1980-September 30, 1980 and October 1, 1980-March 31, 1981.

ED 207 284

Collaborative Programs in Urban Schools: Case Studies.

ED 208 095

College Program Evaluation and ID.

ED 207 497//

Day Care in Caracas: A Day Care Homes Program Evaluation Report. Volume I: Executive Summary.

ED 207 691

A Description and Evaluation of the 1979 Summer Training Workshop. Roosevelt University and the Chicago Board of Education Teacher Corps Project-Program '78.

ED 207 957

Designing and Managing Interorganizational Networks. Linking R&D with Schools.

ED 207 260

Development of Procedures for Assessing the Impact of Vocational Education Research and Development on Vocational Education (Project IMPACT). Volume 1-Context and Principles of Assessing Impact.

ED 206 810

Development of Procedures for Assessing the Impact of Vocational Education Research and Development on Vocational Education (Project IMPACT). Volume 3-A Case Study of the Illinois Network of Exemplary Occupational Education Programs for Handicapped and Disadvantaged Students.

ED 206 812

Development of Procedures for Assessing the Impact of Vocational Education Research and Development on Vocational Education (Project IMPACT). Volume 8-A Field Study of Predicting Impact of Research and Development Projects in Vocational and Technical Education.

ED 206 817

District 30 Queens. Chapter 720. Greek-English, Korean-English. Final Report.

ED 208 087

Subject Index

Does the Clinic Work? An Investigation of Remedial Reading Instruction and Pupil Achievement.

ED 207 001

Early Intervention: A Plan for Evaluating Program Impact.

ED 207 277

The Ecology of Implementation: A Qualitative Approach to Educational Evaluation.

ED 207 322

Eight Years of Special Education Research in a Large Urban School District.

ED 207 273

Employment Services: Program Components and Models of Employment Services for Refugees.

ED 208 101

Evaluation Designs for Title I Summer Programs.

ED 208 088

An Evaluation of a Staff Development Exercise at the 1980 American College Personnel Association Convention. Research Report No. 15-80.

ED 207 462

Evaluation of Vocational Education Programs Serving Limited English Proficiency Students. An Analysis of the Illinois Three Phase System.

ED 206 855

Evaluation of Vocational Education Programs Serving Limited English Proficiency Students. An Analysis of the Illinois Three Phase System. Executive Summary.

ED 206 856

Evaluations of Bilingual Programs: Examples of the Reproductive Functions of Evaluative Research. Bilingual Education Paper Series, Vol. 4 No. 7.

ED 207 992

Evaluative Research in Local Youth Programming—Using the Tools of Knowledge Development. Knowledge Development Framework. Youth Knowledge Development Report 1.5.

ED 206 861

An Examination of Student Progress in Tacoma's Remediation Assistance Program (RAP) Compared with Progress of Similar Non-RAP Students.

ED 208 107

High School for the Creative and Performing Arts: Student Attitudes and Perceptions. Report 8051.

ED 208 049

Impact Evaluation of the Area Vocational School Delivery System. Executive Summary (and) Technical Report.

ED 208 043

Leverage and Evaluation Effectiveness.

ED 208 054

The Limits of Compensatory Education.

ED 208 094

Linkages Between a State Bureau of Evaluation and the Professional Field.

ED 208 002

A Manual of Procedures for Approving Illinois Teacher Education Institutions and Programs. Revised Edition, 1980.

ED 207 980

Measuring Degree of Implementation of Bilingual Education Programs: Implications for Staff Development and Program Evaluation. Bilingual Education Paper Series, Vol. 4 No. 5.

ED 207 993

The Minority/Majority Experiences Study, 1978-79: Gifted and Talented Services.

ED 208 044

An NIE Program and its Policy Context. Linking R&D with Schools.

ED 207 250

On-Site Evaluation in Illinois.

ED 208 055

Policy Researcher as Sleuth: New Approaches to Integrating Qualitative and Quantitative Methods.

ED 207 256

The Potential for Program Evaluation in a "Developing" Country.

ED 207 226

A Program and Its Implications for Dissemination and School Improvement Policy. Linking R&D with Schools.

ED 207 262

Qualitative Evaluation.

ED 207 991

Quality Control and Product Information Systems. An Interim Report on Implementation, Use, and Effect in the R&D Utilization Program. Linking R&D with Schools.

ED 207 263

Reports From the National Institute of Education on the Compensatory Education Study (6 Volumes).

ED 208 081//

Resource Papers Monograph. Roosevelt University-Chicago Board of Education Teacher Corps Project.

ED 207 956

Staff Development and Curriculum Change: What's Good for Teachers is Good for Schools. (Draft).

ED 207 255

The Standardized Assessment System for Youth Demonstration Projects. Knowledge Development Framework. Youth Knowledge Development Report 1.6.

ED 206 862

Strategies for Knowledge Use and School Improvement: A Summary. Linking R&D with Schools.

ED 207 258

Strategies for Knowledge Use and School Improvement. Linking R&D with Schools.

ED 207 257

Strategies for Knowledge Use and School Improvement. Technical Appendices. Linking R&D with Schools

ED 207 259

Title I Elementary and Secondary Education Act, 1965: Evaluation Reports 1979-80.

ED 208 059

Tutoring: Putting It All Together.

ED 207 024

Utilization of Evaluation Results in Joint Policy Making.

ED 208 007

Vocational Training and Skills Recertification: Program Components and Models of Vocational Training and Skills Recertification for Refugees.

ED 208 073

What Kinds of Supplementary Intensive Reading Instruction Make a Difference? A Special Emphasis Report from the Right to Read Program.

ED 206 998

What Kinds of Supplementary Intensive Reading Instruction Make a Difference? Report of Three Case Studies of the Special Emphasis Project.

ED 206 999

1980 Nutrition Report. IIEP. Illinois Inventory of Educational Progress.

ED 207 933

Program Implementation

Awarding Educational Credit for CETA Training: A Plan of Action.

ED 206 897

Design and Measurement Issues in Follow Through Research.

ED 207 172

The Ecology of Implementation: A Qualitative Approach to Educational Evaluation.

ED 207 322

Examination of the Implementation of a Junior High School's New Approach to Discipline by Longitudinal Analysis of Change in Teachers' Stages of Concern and Levels of Use.

ED 207 171

Expanding Career Options: A Model Sex Equity Program. Participant Guide.

ED 206 951

Guide to Proposal Writing and Project Management in Vocational Education. Book 1: Planning a Proposal.

ED 206 819

Guide to Proposal Writing and Project Management in Vocational Education. Book 2: Project Management.

ED 206 820

Implementation at the School Building Level: The Development and Analysis of Nine Mini-Case Studies.

ED 207 170

The Implementation of the Targeted Jobs Tax Credit. Report No. 3.

ED 206 849

Improving the Implementation of YEDPA Programs. Implementation Issues. Youth Knowledge Development Report 8.6.

ED 206 871

Program Improvement

285

Internal Support Structures for the Development of Autonomous Schools. Research on Concerns-Based Adoption.

ED 207 175

Jobs and Community Improvements—A Handbook for Enhanced Work Projects. Implementation Issues. Youth Knowledge Development Report 8.1.

ED 206 870

Measuring Degree of Implementation of Bilingual Education Programs: Implications for Staff Development and Program Evaluation. Bilingual Education Paper Series, Vol. 4 No. 5.

ED 207 993

A Model for a Deinstitutionalization Program for Youthful Offenders.

ED 206 948

Preparing Regular Educators for New Responsibilities in Educating Handicapped Children. A Guide to Implementation Strategies for Policymakers.

ED 207 959

The QUEST Concept: A Handbook on Planning and Implementation.

ED 207 945

The Search for Implementation Theory.

ED 207 158

Secondary Special Education Programs: A Procedures Manual.

ED 206 800

Study of the Career Intern Program. Final Report—Task A: Implementation.

ED 206 841

Study of the Career Intern Program. Task D Final Report, Volume I. A Comparison of Implementation Issues in YEDPA Programs.

ED 207 994

A Study of the Effects of Various Interventions in a Two-Year Implementation Effort. Procedures for Adopting Educational Innovations Program.

ED 207 944

Theory Into Practice: Implementing Educational Programs.

ED 207 204

Program Improvement

CETA's Results and Their Implications. A Policy Statement by The National Council on Employment Policy.

ED 206 858

College Program Evaluation and ID.

ED 207 497//

Development of Procedures for Assessing the Impact of Vocational Education Research and Development on Vocational Education (Project IMPACT). Volume 7—Case Studies of Two Illinois School Districts with Innovative Vocational Education Programs.

ED 206 816

Enhancing Traditional and Innovative Rural Support Services.

ED 206 924

The Future of Indian People Rests with Their Young. An Administrative and Programmatic Study of the Office of Indian Education, U.S. Department of Education.

ED 207 777

Interim Report Concerning Schools Involved in the Comprehensive Basic Skills Review Process.

ED 208 105

The National Census Study of Secondary Vocational Consumer and Homemaking Programs. A Final Report.

ED 206 916

Prevention Program Management. Participant Manual.

ED 206 957

Prevention Program Management. Trainer Manual.

ED 206 956

Project Plan: The MEDARP Documentation Unit to the School Improvement and Local School Development Projects.

ED 208 064

Report of the National Inquiry into Teacher Education.

ED 207 969

These Programs Worked in Raising Math Scores. Clinic A-14.

ED 207 815

Program Proposals

Guide to Proposal Writing and Project Management in Vocational Education. Book 1: Planning a Proposal.

ED 206 819

Guide to Proposal Writing and Project Management in Vocational Education. Book 2: Project Management.

ED 206 820

Program Validation

A Manual of Procedures for Approving Illinois Teacher Education Institutions and Programs. Revised Edition, 1980.

ED 207 980

Programmed Instructional Materials

Field Test Results of a Workbook Approach to Improving the Self-Concepts and Motivation Levels of Vocational Students.

ED 206 914

Hospital Corpsman 1 & C. Rate Training Manual and Nonresident Career Course. Revised.

ED 206 910

The Purposes, Uses, and Contents of Workbooks and Some Guidelines for Teachers and Publishers. Reading Education Report No. 27.

ED 207 020

Programmed Tutoring

An APPLE a Day Will Keep the Text Away! or Using Microcomputers in Elementary Algebra.

ED 207 651

Programming

The Computer in the School: Tutor, Tool, Tutee.

ED 207 670//

Contributions of Cognitive Science and Related Research on Learning to the Design of Computer Literacy Curricula. Report No. 81-1. Series in Learning and Cognition.

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Extending a Powerful Idea. Artificial Intelligence Memo No. 590.

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Final Report of the Brookline LOGO Project, Part III: Profiles of Individual Student's Work. Artificial Intelligence Memo No. 546.

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Final Report of the Brookline LOGO Project, Part II: Project Summary and Data Analysis. Artificial Intelligence Memo No. 545.

ED 207 801

Interim Report of the LOGO Project in the Brookline Public Schools: An Assessment and Documentation of a Children's Computer Laboratory. Artificial Intelligence Memo No. 484.

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Overview of a Linguistic Theory of Design. AI Memo 383A.

ED 207 579

Parsing Protocols Using Problem Solving Grammars. AI Memo 385.

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PAZATN: A Linguistic Approach to Automatic Analysis of Elementary Programming Protocols. AI Memo 388.

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Psychology of Computer Programming for Novices. Series in Learning and Cognition. Report No. 81-2.

ED 207 592

SPADE: A Grammar Based Editor for Planning and Debugging Programs. AI Memo 386.

ED 207 582

The TV Turtle: A LOGO Graphics System for Raster Displays. AI Memo 361.

ED 207 577

Programing (Broadcast)

If You Don't Know What Women Are Like, Just Turn On Your Tube.

ED 208 077

Toward a Grammar of Educational Television: Part II, Method.

ED 207 489//

Programing Languages

Analysis of a Simple Computer Programming Language: Transactions, Prestatements, and Chunks. Report No. 79-2. Series in Learning and Cognition.

ED 207 549

Assessment and Documentation of a Children's Computer Laboratory. AI Memo 460.

ED 207 589

Using Computer Technology to Provide a Creative Learning Environment for Preschool Children. AI Memo 360.

ED 207 576

Programs

Trends in University Instructional Development.

ED 207 528

Project Access

Assessing Re-Entry Women's Life Experience Learning.

ED 206 970

Project ADVANCE

Evaluation of ADVANCE: A Nontraditional Adult Diploma Program.

ED 206 807

Predicting College Achievement Using Performance in College-Level Courses Taken in High School, SAT Scores, and High School Rank.

ED 207 414

Project CHOICE

Final Report of Project CHOICE: A Center for Helping Organizations Improve Choice in Education.

ED 207 471

Project DARE

Adapted Outward Bound Programmes: An Alternative for Corrections.

ED 207 746

An Alternative Feedback/Evaluation Model for Outdoor Wilderness Programs.

ED 207 745

Staff Development: Developing a Top-Notch Staff in an Outdoor Wilderness Program Is Similar to Building an Orchestra.

ED 207 747

Project Follow Through

Design and Measurement Issues in Follow Through Research.

ED 207 172

Project Head Start

Evaluations of Bilingual Programs: Examples of the Reproductive Functions of Evaluative Research. Bilingual Education Paper Series, Vol. 4 No. 7.

ED 207 992

Head Start: An Effective Program But the Fund Distribution Formula Needs Revision and Management Controls Need Improvement. Report to the Congress of the United States by the Comptroller General.

ED 207 724

Predicting Social Competence: The Validity of the PIPS.

ED 207 718

Project Lodestar

Project Lodestar Special Report.

ED 207 415

Project Management

Guide to Proposal Writing and Project Management in Vocational Education. Book 1: Planning a Proposal.

ED 206 819

Guide to Proposal Writing and Project Management in Vocational Education. Book 2: Project Management.

ED 206 820

Project SHARE

Information Systems for the Human Services. Project SHARE. Human Services Bibliography Series.

ED 207 562

Project VGIP

Final Report of Project V.G.I.P., July 1, 1980-June 30, 1981.

ED 206 885

Proposal Writing

The Complete Grants Sourcebook for Higher Education.

ED 207 477//

Guide to Proposal Writing and Project Management in Vocational Education. Book 1: Planning a Proposal.

ED 206 819

Guide to Proposal Writing and Project Management in Vocational Education. Book 2: Project Management.

ED 206 820

Prose

Student Learning of Concrete and Abstract Prose Under Systematically Varied Media Presentations.

ED 207 494//

Prose Learning

Effects of Semantic and Orthographic Interference on Prose Recall.

ED 207 041

Selective Learning of Prose Passages Due to Aggressive Content.

ED 207 039

Protocol Materials

It's Your Turn. Exploring Functional Language. Participant's Manual.

ED 207 357

Teach-Talk Works. Exploring Functional Language. Participant's Manual.

ED 207 356

Transitions: Activity between Activities. Exploring Functional Language. Participant's Manual.

ED 207 355

A Way with Words. Exploring Functional Language. Participant's Manual.

ED 207 352

What's What with Questions. Exploring Functional Language. Participant's Manual.

ED 207 353

When Is Reading? Exploring Functional Language. Participant's Manual.

ED 207 354

Providence School District RI

On the Feasibility of a Grade Level Reorganization for the Providence School System. Volumes I and II. Final Report.

ED 208 079

Psycholinguistics

The Importance of the Notion of Cohesion for Teachers of Reading.

ED 206 997

The Place of Language in Piagetian Theory.

ED 207 055

Psychological Characteristics

Adolescent Suicide in the United States.

ED 206 967

Les mecanismes psychologiques sous-jacents a l'apprentissage d'une langue seconde (The Psychological Mechanisms Related to the Learning of a Second Language). Publication B-99.

ED 207 337

The Relationship of Sex Role and Career Factors in Career Decision Making.

ED 206 949

Psychological Patterns

Addicted Women: Family Dynamics, Self Perceptions, and Support Systems. Services Research Monograph Series.

ED 206 984

Psychosocial Characteristics of Drug-Abusing Women. Services Research Monograph Series.

ED 206 990

Self-Esteem and Academic Behavior Among Elementary School Children.

ED 206 995

Psychology

Activities Handbook for the Teaching of Psychology.

ED 207 881//

The Contribution of Psychology to Canadian Higher Education.

ED 207 427

Existential/Phenomenology as a Philosophical Base for a Feminist Psychology.

ED 206 966

Preparing for Graduate Study in Psychology: Not for Seniors Only!

ED 207 929//

A Study of Attitude Change in College Classes.

ED 207 928

Psychomotor Skills

Motor Skill Development in Young Children: Current Views on Assessment and Programming.

ED 207 672

Subject Index

- Visual Learning Stimulus Considerations: Concept-Related Graphic, Arbitrary Graphic, and Verbal Label Symbols. ED 207 492//
- Public Agencies**
A Glossary of Terms, Acronyms, and Abbreviations Used in the Department of Health and Social Services. ED 207 571
Oversight of the Domestic Volunteer Service Act, 1981. Hearing before the Subcommittee on Aging, Family and Human Services of the Committee on Labor and Human Resources, United States Senate, Ninety-Seventh Congress, First Session (April 9, 1981). ED 206 874
Refugee Resettlement: An Outline for Service Planning and Delivery. ED 208 100
Remarks of Mark S. Fowler, Chairman, Federal Communications Commission. ED 207 088
- Public Education**
Rankings of the Counties and School Districts of South Carolina, 1978-79. 1980 Edition. ED 208 062
- Public Facilities**
Bidding Documents for Asbestos Abatement in Oklahoma Public Buildings. ED 207 184
- Public Health**
Keep Your Eye on the Moving Target: Planning Mass Media for Public Health Interventions. ED 207 094
A Manual of Mosquito Control Projects and Committee Assignments for 4-H and Scouts Biology Class Projects, Organized Community Service Programs, and Individuals Interested in Environmental Management. ED 207 797
- Public Opinion**
Quality Education in South Carolina's Public Schools; State Roles and Citizen Control. A Report on Seven Public Forums. ED 207 179
- Public Policy**
A Comprehensive National Plan for New Initiatives in Home Economics Research, Extension, and Higher Education. ED 207 401
Enhancing Traditional and Innovative Rural Support Services. ED 206 924
The Itinerary of the Concept "Equal Educational Opportunity". ED 208 097
Minority Access to Higher Education: AAHE-ERIC/Higher Education Research Report 1. ED 207 474
Public Policy and College Management. Title III of the Higher Education Act. ED 207 442//
Report of the National Inquiry into Teacher Education. ED 207 969
Research Universities and the National Interest: A Report from Fifteen University Presidents. ED 207 366
Vocational Education: Purposes, Roles, Responsibilities. Position Statement of National Association of State Directors of Vocational Education. ED 206 808
- Public Records**
Preserving Your Historical Records. Proceedings of the Symposium Held at Drake University (Des Moines, Iowa, October 21-22, 1978). ED 207 546
- Public Relations**
An Analysis of Public Relations Policy Development in Selected Public School Districts. ED 207 245
Institutional Advancement Strategies in Hard Times. AAHE-ERIC/Higher Education Research Report No. 2. ED 207 475
Prince George's Community College Marketing Plan, 1981-1982. ED 207 625

- Public Relations in the Community College: How to Start up an Operation, Determine the Program, and Master the Skills of Community College Public Relations. ED 207 633
- Public Schools**
Cooperative Competition and Free Choice: The Results of a Two-System Open School Enrollment Policy. Final Report. ED 207 235
From a Normal Beginning: The Origins of Kean College of New Jersey. ED 207 441//
Identifying Continuing Education Needs as Perceived by Public School Learning Resources Personnel in Texas. A Final Report of a Research Project. ED 207 557
Statistical Profile 1979-80. ED 208 063
- Public Speaking**
An Evaluation of a Staff Development Exercise at the 1980 American College Personnel Association Convention. Research Report No. 15-80. ED 207 462
- Public Television**
Coast Community Colleges Community Telephone Survey, 1980, Report Number 4. Tuning in on Channel 50: A Demographic Comparison of KOCE Watchers and Non-Watchers. ED 207 647
- Publications**
Manual of Documentation Practices Applicable to Defence-Aerospace Scientific and Technical Information. Volume II: Sections 4-Data Recording and Storage; 5-Mechanization Systems and Operations; 6-Announcement Services and Publications. ED 207 609
State-of-the-Art Review of Bibliographic Control in Higher Education in Canada. ED 207 429
- Publicity**
Continuing Education for Business. Monograph 134. ED 206 879
- Publishing Industry**
Politics of Textbook Selection. ED 207 166
- Puerto Rican Culture**
Simbolos Nacionales. National Symbols. ED 207 785
A Treasure Chest: Stories and Surprises. ED 207 782
- Puerto Ricans**
Eventos de Noviembre (November Events). ED 207 784
Eventos de Octubre (October Events). ED 207 783
Home-School Discrepancies and the Puerto Rican Exceptional Child. ED 207 292
A Treasure Chest: Stories and Surprises. ED 207 782
- Punishment**
Some Alternatives to School Discipline: Parental Liability and Restitution. A Legal Memorandum. ED 207 155
- Puppetry**
Mainstreaming Children with Special Needs: Using Puppetry, Dramatic Play and Literature to Help Young Children Understand Handicaps. ED 207 320
- Qualified Citation Indexing**
Qualified Citation Indexing: Its Relevance to Educational Technology. ED 207 567
- Qualitative Research**
Qualitative Evaluation. ED 207 991
- Quality Control**
Factors Influencing Local Education Agency Participation in the Programs and Services of Education Service Agencies in the State of Texas. ESA Study Series/Report No. VI. ED 207 207

Racial Identification

287

- Inorganic Analyses in Water Quality Control Programs. Training Manual. ED 207 832
Inorganic Analysis in Water Quality Control Programs. Instructor's Guide. ED 207 833
- Quality of Life**
Developments in Aging: 1980. Part 1 and Part 2: Appendixes. Resolution Authorizing a Study of the Problems of the Aged and Aging. Conducted Pursuant to S. Res. 353. A Report of the Special Committee on Aging. United States Senate, Ninety-Seventh Congress, First Session. ED 206 996
- Quebec**
Difficultés d'apprentissage de la langue seconde chez l'immigrant adulte en situation scolaire: Une étude dans le contexte québécois (Adult Immigrants' Problems in Learning a Second Language in an Academic Setting: A Study in the Context of Quebec Culture and Practice). Publication B-101. ED 207 332
- Questions**
What's What with Questions. Exploring Functional Language. Participant's Manual. ED 207 353
- Racial Attitudes**
Development of Children's Racial Awareness and Intergroup Attitudes. ED 207 675
Grade 10 Student Attitudes Toward Desegregation, 1979 Survey. ED 208 120
Grade 7 Student Attitudes Toward Desegregation, 1979 Survey. ED 208 119
Programs for Changing Attitudes: Social Distance and the Department of Public Instruction's Human Relations Program. ED 208 093
- Racial Bias**
Comparison of Pretest and Reanalysis Results of an Item Bias Study. ED 208 036
Development of Children's Racial Awareness and Intergroup Attitudes. ED 207 675
- Racial Differences**
Early Cognitive Functioning: Sex and Race Differences. ED 207 707
Occupational Aspirations of Talented Black Adolescent Females. ED 206 976
Prevalence Study of the Risk of Burns in the Public Schools Population in Charleston, South Carolina (Under the Direction of Stanley Schuman). ED 208 080
Student and Institutional Characteristics as Determinants of the Prompt and Subsequent Four-Year College Graduation of Race and Sex Groups. ED 208 103
Unannounced Desegregation in an All-Volunteer Summer School: Sex, Grade, and Ethnic Attendance Patterns. ED 208 102
Workshop Participants' Perception Rankings of Second Generation School Desegregation Issues. ED 208 085
- Racial Discrimination**
Competency Testing: Assessment or Politics? Draft. ED 207 231
The Minority/Majority Experiences Study, 1978-79: Gifted and Talented Services. ED 208 044
Sources of Black-White Earnings Differences. ED 207 162
The Status of Black Administrators in Higher Educational Institutions. ED 207 406
- Racial Identification**
Development of Children's Racial Awareness and Intergroup Attitudes. ED 207 675

Racial Relations

Elementary School Staff Attitudes Toward Desegregation, 1979 Survey.

ED 208 116

Grade 10 Student Attitudes Toward Desegregation, 1979 Survey.

ED 208 120

Grade 7 Student Attitudes Toward Desegregation, 1979 Survey.

ED 208 119

High School Staff Attitudes Toward Desegregation, 1979 Survey.

ED 208 118

Middle School Staff Attitudes Toward Desegregation, 1979 Survey.

ED 208 117

Radio

Communication and Energy: Community Participation in Forestry Projects.

ED 207 479

Community in the Schools-To Teach a Craft and Study Oldtime Radio Humor.

ED 207 686

Ranking

Rankings of the Counties and School Districts of South Carolina, 1978-79. 1980 Edition.

ED 208 062

Rape

Rape: The Role of Societal Norms and the Psychological Need for Control in the Attribution of Blame.

ED 206 979

Rasch Model

Basic Ideas in Item Banking.

ED 208 029

Rate of Return

A Study to Design and Implement Employer-Based Evaluation of 1980 Vocational Education Completers and Leavers. Final Report.

ED 206 933

Rating Scales

Instructional Evaluation Techniques: Ends Dictate the Means.

ED 207 596

Predicting Social Competence: The Validity of the PIPS.

ED 207 718

Rating Openness: A Training Manual.

ED 206 943

Readability Formulas

Analysing the Readability of English and Non-English Texts in the Classroom with Lix.

ED 207 022

The Cloze and Maze as Measures of Comprehension of a Social Studies Text: A Preliminary Report.

ED 207 889

Text Readability: Proceedings of the March 1980 Conference. Technical Report No. 213.

ED 207 021

Readers Theater

Elder Theatre: Positive Image of Aging and Forum for Intergenerational Communication.

ED 207 120

Reading

A Dictionary of Reading and Related Terms.

ED 207 036

When Is Reading? Exploring Functional Language. Participant's Manual.

ED 207 354

Reading Achievement

Annual Evaluation Reports: ESAA Basic Projects Reading Components, (and) Final Evaluation Report: 1978-79 Detroit Objective Referenced Testing Program (DORT).

ED 208 047

The Consistency of Title I Evaluation Results for Commonly Used Test Batteries.

ED 208 035

Does the Clinic Work? An Investigation of Remedial Reading Instruction and Pupil Achievement.

ED 207 001

The Effects of Written Language Awareness on First Grade Reading Achievement.

ED 207 033

Interaction Effects of Task Variables and Ability on Task Engagement.

ED 207 038

Making Local School Development Work.

ED 208 098

Performance in Literacy and Numeracy: 1980.

ED 208 056

Product Evaluation of the Elementary and Middle School Reading and Communication Skills Component of the Detroit Desegregation Court Order.

ED 208 113

Product Evaluation of the High School Reading and Communication Skills Component of the Detroit Desegregation Court Order.

ED 208 114

Summary of Achievement Test Scores-1980. School-by-School Test Results.

ED 208 051

Reading Centers

Does the Clinic Work? An Investigation of Remedial Reading Instruction and Pupil Achievement.

ED 207 001

Strategies for Language Expansion: A College Reading Program.

ED 207 034

Reading Comprehension

Children's Knowledge and Text Comprehension.

ED 207 359

Children's Understanding of Written and Spoken Discourse. Final Report.

ED 207 019

The Compensatory Effect of Graphic Organizer Instruction on Text Structure.

ED 208 019

Comprehension of Text and Pictures. Final Report.

ED 207 013

Developing Reading Skills: A Practical Guide to Reading Comprehension Exercises.

ED 207 347//

How to Read Faster and Better. The Evelyn Wood Reading Dynamics Program. How to Get Everything You Want from Anything You Read as Fast as You Can Think.

ED 207 017//

Improving Reading Comprehension: Teaching Relationships through the Arts.

ED 207 010

Language, Speech and Print.

ED 207 011

Modelling Reading Times in Different Reading Tasks with a Simulation Model of Comprehension. Technical Report, May 1, 1978 through March 30, 1979.

ED 207 037

Rate and Comprehension in Relationship to Self Report of Reading Processes and Attitudes of College Students.

ED 207 004

Reading for Main Ideas and Details in Electronics.

ED 206 830

Reading in the Mathematics Classroom.

ED 207 836

Strategies for Language Expansion: A College Reading Program.

ED 207 034

Test Validity and National Educational Assessment: A Conception, a Method, and an Example.

ED 208 005

Using Memory Schemata to Comprehend Scripted Texts.

ED 207 042

Reading Consultants

The Professional Preparation of Reading Specialists for the Community College, Liberal Arts College and University.

ED 207 006

Reading Diagnosis

Reading in Health/Physical Education/Recreation Classes.

ED 207 973

Reading Difficulties

Report on Questions Raised and Requests Made at the 1980 National Conference of Librarians Serving Blind and Physically Handicapped Readers.

ED 207 574

Reading Improvement

Alternative Education Models-Preliminary Findings of the Job Corps Educational Improvement Effort. Education and Training Approaches. Youth Knowledge Development Report 5.2.

ED 206 868

Higher Horizons 100, 1980-81 Compensatory Program Evaluation. Report 81-7.

ED 207 028

How to Read Faster and Better. The Evelyn Wood Reading Dynamics Program. How to Get Everything You Want from Anything You Read as Fast as You Can Think.

ED 207 017//

Reading for Main Ideas and Details in Electronics.

ED 206 830

Strategies for Language Expansion: A College Reading Program.

ED 207 034

Reading Instruction

The Challenges of the Multicultural Classroom.

ED 207 023

A Dictionary of Reading and Related Terms.

ED 207 036

Does the Clinic Work? An Investigation of Remedial Reading Instruction and Pupil Achievement.

ED 207 001

Elaborating the Reading Curriculum for the Gifted.

ED 207 016

Formal Indonesian.

ED 207 363

Individualized Bilingual Instruction for Migrants.

ED 207 760

Language Experience Integration into the Primary Classroom.

ED 207 015

Product Evaluation of the High School Reading and Communication Skills Component of the Detroit Desegregation Court Order.

ED 208 114

The Professional Preparation of Reading Specialists for the Community College, Liberal Arts College and University.

ED 207 006

Promoting Voluntary Reading for Children and Young People: Guidelines for Teacher-Training Courses.

ED 207 035

The Purposes, Uses, and Contents of Workbooks and Some Guidelines for Teachers and Publishers. Reading Education Report No. 27.

ED 207 020

Reading in Health/Physical Education/Recreation Classes.

ED 207 973

Reading: Trends and Challenges. What Research Says to the Teacher.

ED 207 005

Strategies for Language Expansion: A College Reading Program.

ED 207 034

Structuring a Differentiated Language Arts Program for the Highly Able Reader in the Middle School.

ED 207 012

Teacher's Directory of Reading Skill Aids and Materials.

ED 207 032//

Teaching the Adult of the "80's".

ED 207 009

Tutoring: Putting It All Together.

ED 207 024

What Kinds of Supplementary Intensive Reading Instruction Make a Difference? A Special Emphasis Report from the Right to Read Program.

ED 206 998

What Kinds of Supplementary Intensive Reading Instruction Make a Difference? Report of Three Case Studies of the Special Emphasis Project.

ED 206 999

Reading Interests

Books for the Teen Age, 1981.

ED 207 080

Selective Learning of Prose Passages Due to Aggressive Content.

ED 207 039

Subject Index

Reading Materials

- Books for the Teen Age, 1981. ED 207 080
- The Challenges of the Multicultural Classroom. ED 207 023
- Eventos de Octubre (October Events). ED 207 783
- Report on Questions Raised and Requests Made at the 1980 National Conference of Librarians Serving Blind and Physically Handicapped Readers. ED 207 574
- Teacher's Directory of Reading Skill Aids and Materials. ED 207 032//

Reading Processes

- The Importance of the Notion of Cohesion for Teachers of Reading. ED 206 997
- A Psycholinguistic Descriptive Analysis of Six Selected Secondary IV Students' Perceptions of the Reading and Writing Processes and Their Language Performance: Case Studies of Above Average, Average and Poor Readers. ED 207 002
- Rate and Comprehension in Relationship to Self Report of Reading Processes and Attitudes of College Students. ED 207 004

Reading Programs

- Basic Skills Programs at the City University of New York: Reading. ED 207 029
- Elaborating the Reading Curriculum for the Gifted. ED 207 016
- How to Read Faster and Better. The Evelyn Wood Reading Dynamics Program. How to Get Everything You Want from Anything You Read as Fast as You Can Think. ED 207 017//
- Strategies for Language Expansion: A College Reading Program. ED 207 034
- Structuring a Differentiated Language Arts Program for the Highly Able Reader in the Middle School. ED 207 012
- Title I in Ohio, Fiscal 1980. Fifteenth Annual Evaluation, Title I, Elementary and Secondary Education Act. ED 207 025
- What Kinds of Supplementary Intensive Reading Instruction Make a Difference? A Special Emphasis Report from the Right to Read Program. ED 206 998
- What Kinds of Supplementary Intensive Reading Instruction Make a Difference? Report of Three Case Studies of the Special Emphasis Project. ED 206 999

Reading Rate

- Evaluation and Research Program for the Portable Braille Recorder (PBR). Volume I. Final Report. ED 207 267
- Modelling Reading Times in Different Reading Tasks with a Simulation Model of Comprehension. Technical Report, May 1, 1978 through March 30, 1979. ED 207 037
- Rate and Comprehension in Relationship to Self Report of Reading Processes and Attitudes of College Students. ED 207 004

Reading Readiness Tests

- The Effects of Written Language Awareness on First Grade Reading Achievement. ED 207 033

Reading Research

- Analyzing the Readability of English and Non-English Texts in the Classroom with Lix. ED 207 022
- Comprehension of Text and Pictures. Final Report. ED 207 013
- Conservation as a Supplementary Predictor of Reading Skill. ED 207 030

Does the Clinic Work? An Investigation of Remedial Reading Instruction and Pupil Achievement. ED 207 001

Effects of Semantic and Orthographic Interference on Prose Recall. ED 207 041

The Effects of Written Language Awareness on First Grade Reading Achievement. ED 207 033

The Importance of the Notion of Cohesion for Teachers of Reading. ED 206 997

Interpersonal Needs of Remedial Readers. ED 207 031

Interpreting Idioms. ED 207 040

Modelling Reading Times in Different Reading Tasks with a Simulation Model of Comprehension. Technical Report, May 1, 1978 through March 30, 1979. ED 207 037

Practical Applications of Analyses and Descriptions of Texts. ED 207 014

Rate and Comprehension in Relationship to Self Report of Reading Processes and Attitudes of College Students. ED 207 004

Reading: Trends and Challenges. What Research Says to the Teacher. ED 207 005

Text Readability: Proceedings of the March 1980 Conference. Technical Report No. 213. ED 207 021

Tutoring: Putting It All Together. ED 207 024

Using Memory Schemata to Comprehend Scripted Texts. ED 207 042

1980 Culture Shock: Evolving Ethnographic Procedures to Study Adult Learning-To-Read Behaviors. ED 207 007

Reading Skills

A Comparison of First and Second Language Reading Strategies among English-Speaking University Students. ED 207 324

Conservation as a Supplementary Predictor of Reading Skill. ED 207 030

Developing Reading Skills: A Practical Guide to Reading Comprehension Exercises. ED 207 347//

Ethnographic Monitoring of Children's Acquisition of Reading/Language Arts Skills In and Out of the Classroom. Volumes I, II, and III. Final Report. ED 208 096

Reading for Main Ideas and Details in Electronics. ED 206 830

Reading in Health/Physical Education/Recreation Classes. ED 207 973

Reading in the Mathematics Classroom. ED 207 836

The Specific Vocabulary Needs of Academic Disciplines. ED 207 000

State Objectives: Reading, Writing, and Mathematics, Grades K-12. Basic Skills Assessment Program. ED 208 065

Teacher's Directory of Reading Skill Aids and Materials. ED 207 032//

Teaching and Testing Our Basic Skills Objectives. Pilot Edition. ED 208 067

Reading Writing Relationship

Cognitive Processes in Spelling and Their Relevance to Spelling Reform. ED 207 084

A Psycholinguistic Descriptive Analysis of Six Selected Secondary IV Students' Perceptions of the Reading and Writing Processes and Their Language Performance: Case Studies of Above Average, Average and Poor Readers. ED 207 002

Reentry Students

289

Reagan (Ronald)

The Effect of Proposed Reagan Administration Cuts on University of Delaware Financial Aid Programs. Special Report. ED 207 380

Reauthorization Legislation

Reauthorization: Vocational Education Act. Position Statement of National Association of State Directors of Vocational Education. ED 206 809

Recall (Psychology)

The Compensatory Effect of Graphic Organizer Instruction on Text Structure. ED 208 019

Competition for Left Hemisphere Resources: Right Hemisphere Superiority at Abstract Verbal Information Processing. ED 207 018

Comprehension of Text and Pictures. Final Report. ED 207 013

Effects of Semantic and Orthographic Interference on Prose Recall. ED 207 041

Schematic and Taxonomic Organization in Free Recall. ED 208 014

Receptive Language

Languages of the Disciplines. ED 207 059

Reciprocity

The Implications of Multiple Dimensions of Self-Disclosure for the Nature and Functions of Reciprocity in Initial Interactions. ED 207 095

Recognition (Psychology)

Facilitating Recognition Memory: The Use of Distinctive Contexts in Study Materials and Tests. ED 208 010

Relation of Conjugate Lateral Eye Movements to Inferential Reasoning and Semantic Comprehension. ED 208 013

Recordkeeping

Once Established, What Techniques Work Best for Monitoring the District? ED 207 169

Records (Forms)

Bidding Documents for Asbestos Abatement in Oklahoma Public Buildings. ED 207 184

Recreation

The Assessment Process in Recreation with Severely and Profoundly Retarded Populations. ED 207 300

Reading in Health/Physical Education/Recreation Classes. ED 207 973

Recreational Activities

Alumni Attitudes: Men and Women's Descriptions of Their College Experience, Present Work, and Present Recreational Activities. ED 207 422

Movement Exploration as a Technique for Teaching Pre-Swimming Skills to Students with Developmental Delays. ED 207 314

New Hampshire Lost Person Study, 1974-1979. ED 207 750

Rural Youth: Images from West Dorset. A Study of Young People in a Rural Area and the Extent of Youth Service Provision Afforded Them. ED 207 731

Recreational Reading

Promoting Voluntary Reading for Children and Young People: Guidelines for Teacher-Training Courses. ED 207 035

Recruitment

The Big Game. College Sports and American Life. ED 207 468//

Reentry Students

Comparison of Sex-Role Orientation and Personality Variables in Traditional Women and College Re-Entry Women. ED 206 945

Reentry Workers

Assessing Re-Entry Women's Life Experience Learning.

ED 206 970

Reference Services

Finding the Facts About Agriculture: A New Approach to Searching the Literature.

ED 207 605

Referral

Information Systems for the Human Services. Project SHARE. Human Services Bibliography Series.

ED 207 562

Outreach, Information and Referral: Program Components and Models of Outreach, Information and Referral Services for Refugees.

ED 208 099

Refugees

Employment Services: Program Components and Models of Employment Services for Refugees.

ED 208 101

Ethiopians. Refugee Fact Sheet Series #1.

ED 207 350

A Guide to Orientation Materials for Indochinese Refugees and Their Sponsors. A Selected, Annotated Bibliography.

ED 208 104

Health-Related Services: Program Components and Models of Health and Health-Related Services for Refugees.

ED 208 075

The Mien. Fact Sheet Series #2.

ED 207 351

Outreach, Information and Referral: Program Components and Models of Outreach, Information and Referral Services for Refugees.

ED 208 099

Refugee Orientation: Program Components and Models of Orientation for Refugees, Sponsors and Service Providers.

ED 208 074

Refugee Resettlement: An Outline for Service Planning and Delivery.

ED 208 100

Refugee Resettlement in the United States: An Annotated Bibliography on the Adjustment of Cuban, Soviet and Southeast Asian Refugees.

ED 208 123

Social Adjustment Services: Program Components and Models of Social Adjustment Services for Refugees.

ED 208 072

The Soviet Jews. Fact Sheet Series #3.

ED 207 362

Survey of Immigrant and Refugee Students at the University of California, Berkeley.

ED 207 433

Vocational Training and Skills Recertification: Program Components and Models of Vocational Training and Skills Recertification for Refugees.

ED 208 073

Regional Cooperation

Joint Regional Depository for United States Public Documents: A Case Study in Nebraska.

ED 207 543

Starting a Regional Consortium in Instructional Development: Lessons after Four Years of Experiential Learning.

ED 207 593

Regional Programs

A Decade of International Library Co-operation Through IFLA: A Third World Perspective.

ED 207 481

Field Agency in Teacher Centers. (The concept of the agricultural extension agent applied to teacher centering in the United States).

ED 207 958

Regional Schools

Impact Evaluation of the Area Vocational School Delivery System. Executive Summary (and) Technical Report.

ED 208 043

Regression (Statistics)

Regression Study of Learner Control Data.

ED 208 012

Regulatory Evaluation

Leverage and Evaluation Effectiveness.

ED 208 054

Rehabilitation Act 1973 (Section 504)

Everything You Wanted to Know About Handicapped Students (And Were Not Afraid to Ask).

ED 207 382

Implications of Section 504 of the Rehabilitation Act as Related to Physical Education Instructional, Personnel Preparation, Intramural, and Interscholastic/Intercollegiate Sport Programs.

ED 207 312

Section 504: Help for the Learning Disabled College Student.

ED 207 412

Rehabilitation Programs

An Evaluation of Computerized Instruction for Institutionalized Adult Students, Addicts and Alcoholics.

ED 206 823

Reinforcement

The Effect of Vicarious Partial Reinforcement Upon Children's Use of Self-Verbalization in Decisions Regarding Television Viewing.

ED 207 503//

Relationship

Multicultural and Global Education: Relationships and Possibilities. World Education Monograph Series Number Three.

ED 207 915

The White House Conference on the Family: Some Observations.

ED 207 908

Relaxation Training

Cognitive Somatic Behavioral Interventions for Maximizing Gymnastic Performance.

ED 207 948

Relevance (Education)

American Indian Regional Community Education Development. Final Report.

ED 207 752

Computer Literacy.

ED 207 617

Doing Communication in the "Real World": Strategies for Teaching Non-Traditional Students.

ED 207 112

Education North Evaluation Project. The First Annual Report.

ED 207 774

An Evaluation of the Oklahoma Training for Child Care Careers Project.

ED 207 692

On the Democratization of Education in the GDR.

ED 207 895

Practical Applications of Analyses and Descriptions of Texts.

ED 207 014

The Relevance of Teacher Education.

ED 207 939

Rural Education: A Field of Study Whose Time Has Come in Higher Education.

ED 207 757

Reliability

Early Identification System: Year Two. Research Report 80-15.

ED 207 677

Religion

Case Studies in Higher Education Ministries.

ED 207 387

Some Notes on a Permanent Diaconate in the United Methodist Church. Occasional Papers No. 36.

ED 207 379

Religious Cultural Groups

Humanism and the Christian Tradition: The Experience of Four Upper Midwest Church Colleges.

ED 207 374

Religious Organizations

Some Notes on a Permanent Diaconate in the United Methodist Church. Occasional Papers No. 36.

ED 207 379

Remarriage

Conjugal Succession and the American Kinship System.

ED 207 671

Remedial Instruction

Handbook of English Language Problems with Remedial Instruction Techniques Enclosed.

ED 207 064

A Plan for Improving Instruction and Services for Developmental Skills Students at Fresno City College.

ED 207 656

Remedial Interchanges

"XYZ-PDQ!" The Terms and Effects of Children's Challenges.

ED 207 681

Remedial Mathematics

The Developmental Mathematics Curriculum at Milwaukee Area Technical College: An Historical Perspective.

ED 207 641

Remedial Programs

ACT Profiles of Louisiana State University-Baton Rouge Graduates and Selected Factors Which Affect Them. Research Report, Vol. 11, No. 2, July 1981.

ED 207 435

The Basic Skills Effort at the City University of New York.

ED 207 072

Basic Skills Programs at the City University of New York: English as a Second Language.

ED 207 074

Basic Skills Programs at the City University of New York: Reading.

ED 207 029

Basic Skills Programs at the City University of New York: Writing.

ED 207 073

An Examination of Student Progress in Tacoma's Remediation Assistance Program (RAP) Compared with Progress of Similar Non-RAP Students.

ED 208 107

Humanistic Literacy and the Community College Student.

ED 207 630

Interim Report Concerning Schools Involved in the Comprehensive Basic Skills Review Process.

ED 208 105

Title I in Ohio, Fiscal 1980. Fifteenth Annual Evaluation, Title I, Elementary and Secondary Education Act.

ED 207 025

Towards a Holistic Theory of Adult Education: Academic-Skills-Deprivation, Cause and Cure.

ED 207 456

What Kinds of Supplementary Intensive Reading Instruction Make a Difference? A Special Emphasis Report from the Right to Read Program.

ED 206 998

What Kinds of Supplementary Intensive Reading Instruction Make a Difference? Report of Three Case Studies of the Special Emphasis Project.

ED 206 999

Remedial Reading

Basic Skills Programs at the City University of New York: Reading.

ED 207 029

Does the Clinic Work? An Investigation of Remedial Reading Instruction and Pupil Achievement.

ED 207 001

Interpersonal Needs of Remedial Readers.

ED 207 031

The Professional Preparation of Reading Specialists for the Community College, Liberal Arts College and University.

ED 207 006

Reading and Nursing Work Together.

ED 207 623

Title I in Ohio, Fiscal 1980. Fifteenth Annual Evaluation, Title I, Elementary and Secondary Education Act.

ED 207 025

Tutoring: Putting It All Together.

ED 207 024

Subject Index

Reports

Guide to Proposal Writing and Project Management in Vocational Education. Book 2: Project Management.

ED 206 820

Reprography

The Copyright Law: Implications for the Principal. A Legal Memorandum.

ED 207 211

Manual of Documentation Practices Applicable to Defence-Aerospace Scientific and Technical Information. Volume III: Sections 7-Information Retrieval; 8-Dissemination Practices; 9-Microform Systems and Reprography.

ED 207 610

Reputation

The Productivity of Criminology and Criminal Justice Faculty.

ED 207 392

Rescue

New Hampshire Lost Person Study, 1974-1979.

ED 207 750

Research

The International Directory of Child Development Research.

ED 207 719

Research Universities and the National Interest: A Report from Fifteen University Presidents.

ED 207 366

Research and Development Centers

Analytical Case Study of the Korean Educational Development Institute. Final Report.

ED 207 976

Rural Education: A New Research Centre Looks at Some Perennial Problems.

ED 207 781

Research and Development Utilization

Program

Designing and Managing Interorganizational Networks. Linking R&D with Schools.

ED 207 260

The Human Factor in Dissemination: Field Agent Roles in Their Organizational Context. Linking R&D with Schools.

ED 207 266

Linking R&D with Schools. Perspectives on School Improvement: A Casebook for Curriculum Change.

ED 207 261

An NIE Program and its Policy Context. Linking R&D with Schools.

ED 207 250

Policy Researcher as Sleuth: New Approaches to Integrating Qualitative and Quantitative Methods.

ED 207 256

A Program and Its Implications for Dissemination and School Improvement Policy. Linking R&D with Schools.

ED 207 262

Quality Control and Product Information Systems. An Interim Report on Implementation, Use, and Effect in the R&D Utilization Program. Linking R&D with Schools.

ED 207 263

Relationships between Local Contributions and the Success of a Federal School Improvement Program. Draft.

ED 207 254

The Role of Local Action Teams in School Improvement. Linking R&D with Schools.

ED 207 251

Special Report on the Training and Support of Educational Linking Agents. Linking R&D with Schools.

ED 207 252

Staff Development and Curriculum Change: What's Good for Teachers is Good for Schools. (Draft).

ED 207 255

Strategies for Knowledge Use and School Improvement: A Summary. Linking R&D with Schools.

ED 207 258

Strategies for Knowledge Use and School Improvement. Linking R&D with Schools.

ED 207 257

Strategies for Knowledge Use and School Improvement. Technical Appendices. Linking R&D with Schools

ED 207 259

A Study of the R&D Utilization Program. RDU Study and its Policy Context: Perspectives of Educational Policy Makers. A Memorandum.

ED 207 253

Research Design

Assessment and Documentation of a Children's Computer Laboratory. AI Memo 460.

ED 207 589

The Computer as Coach: An Athletic Paradigm for Intellectual Education. AI Memo 389.

ED 207 586

Design and Measurement Issues in Follow Through Research.

ED 207 172

The Functions of Institutional Research.

ED 207 443

Policy Researcher as Sleuth: New Approaches to Integrating Qualitative and Quantitative Methods.

ED 207 256

A Reconstructed Theory of Educational Research.

ED 207 875

Research Libraries

OMS Annual Report 1980.

ED 207 565

Total Integrated Library Information System. Part 2. A Report on the Specific Design Phase: Identification and Evaluation.

ED 207 533

Research Methodology

A Critical Look at Critical Analysis.

ED 207 047

Development of Procedures for Assessing the Impact of Vocational Education Research and Development on Vocational Education (Project IMPACT). Volume 1-Context and Principles of Assessing Impact.

ED 206 810

Development of Procedures for Assessing the Impact of Vocational Education Research and Development on Vocational Education (Project IMPACT). Volume 9-Executive Summary.

ED 206 818

Eight Years of Special Education Research in a Large Urban School District.

ED 207 273

Examination of the Implementation of a Junior High School's New Approach to Discipline by Longitudinal Analysis of Change in Teachers' Stages of Concern and Levels of Use.

ED 207 171

Integrating Findings from Different Levels of Instruction.

ED 208 040

Integration of Research Studies: Meta-Analysis of Research. Methods of Integrative Analysis; Final Report.

ED 208 003

Media Research, Past, Present, Future.

ED 207 516//

Modelling Reading Times in Different Reading Tasks with a Simulation Model of Comprehension. Technical Report, May 1, 1978 through March 30, 1979.

ED 207 037

Nutrition in Policy Planning for the Rural Sector. Cornell International Nutrition Monograph Series, Number 8 (1981).

ED 207 711

Participant Perspectives of Classroom Discourse. Final Report. Part IV: How Do We Know? (Alternative Descriptions of Classroom Discourse).

ED 207 364

The Personal Interview: A Tool for Investigating and Understanding Change in Schools.

ED 207 173

Policy Researcher as Sleuth: New Approaches to Integrating Qualitative and Quantitative Methods.

ED 207 256

A Reconstructed Theory of Educational Research.

ED 207 875

Reconstructing the History of Educational Technology Provides Us With New Models of Research.

ED 207 505//

Research Problems

291

Regulation of Nonverbal Intimacy: Searching for an Adequate Methodology.

ED 207 115

Strategies for Knowledge Use and School Improvement. Technical Appendices. Linking R&D with Schools

ED 207 259

Subscribers' Reaction to Redesign of the St. Cloud Daily Times [and] Understanding the Research Process. ANFA News Research Report No. 32.

ED 207 076

Teaching Social Work Research: Alternative Programs and Strategies.

ED 207 367

1980 Culture Shock: Evolving Ethnographic Procedures to Study Adult Learning-To-Read Behaviors.

ED 207 007

Research Needs

AI Based Personal Learning Environments: Directions for Long Term Research. AI Memo 384.

ED 207 580

A Comprehensive National Plan for New Initiatives in Home Economics Research, Extension, and Higher Education.

ED 207 401

Design and Measurement Issues in Follow Through Research.

ED 207 172

Ethnography: A Research Tool for Policymakers in the Drug and Alcohol Fields. Symposium Papers.

ED 206 983

Future Parenting: What Issues Need Attention?

ED 207 716

Instructional Design and Directed Cognitive Processing.

ED 207 490//

Priorities for Research in Science Education: A Survey.

ED 207 855

Regulation of Nonverbal Intimacy: Searching for an Adequate Methodology.

ED 207 115

Small Group Communication in the 1980's.

ED 207 092

Research Opportunities

University S/E Faculty Spend One-Third of Professional Time in Research. Science Resources Studies Highlights.

ED 207 830

Research Practice Relationship

Practical Applications of Analyses and Descriptions of Texts.

ED 207 014

Research Problems

Design and Measurement Issues in Follow Through Research.

ED 207 172

Establishing Research Goals: The Ethnographer-Practitioner Dialectic.

ED 207 517//

Future Parenting: What Issues Need Attention?

ED 207 716

Media Research, Past, Present, Future.

ED 207 516//

Past Performance, Quantitative Models, and the Prediction of Community College Enrollments.

ED 207 627

The Place of Language in Piagetian Theory.

ED 207 055

Practical Applications of Analyses and Descriptions of Texts.

ED 207 014

Proceedings of the Annual Southern Research Conference in Agricultural Education (30th, Lubbock, Texas, July 21-23, 1981).

ED 206 873

Reconstructing the History of Educational Technology Provides Us With New Models of Research.

ED 207 505//

Retain or Promote? Research Action Brief. Number 16.

ED 207 125

Text Readability: Proceedings of the March 1980 Conference. Technical Report No. 213.

ED 207 021

Research Projects

- Research at Gallaudet College. ED 207 280
- Resources in Vocational Education. Volume 13, Number 6. 1980. ED 206 857
- 1979-1981 Vocational Education Improvement Projects. ED 206 938

Research Proposals

- Resources in Vocational Education. Volume 13, Number 6. 1980. ED 206 857

Research Reports

- Bibliography of Pictorial Research Appearing in Selected Journals in 1980. ED 207 504//
- Learning Hierarchies in Instructional Development: Experiences and Directions for Research. ED 207 510//
- Some Observations on the Available Research for the Media Manager. ED 207 514//
- Writing Guide for Student Oceanography and Marine Biology Field Research Reports. ED 207 844

Research Results

- A Study of the R&D Utilization Program. RDU Study and its Policy Context: Perspectives of Educational Policy Makers. A Memorandum. ED 207 253

Research Universities

- Research Universities and the National Interest: A Report from Fifteen University Presidents. ED 207 366

Research Utilization

- Development of Procedures for Assessing the Impact of Vocational Education Research and Development on Vocational Education (Project IMPACT). Volume 4-A Case Study of Illinois Projects in Horticulture. ED 206 813
- Ethnographic Monitoring of Children's Acquisition of Reading/Language Arts Skills In and Out of the Classroom. Volumes I, II, and III. Final Report. ED 208 096
- Evaluation Utilization: A Bibliography. ED 207 984
- Improving Decision Making. ED 207 650
- Linking R&D with Schools. Perspectives on School Improvement: A Casebook for Curriculum Change. ED 207 261
- Practical Applications of Analyses and Descriptions of Texts. ED 207 014
- A Program and Its Implications for Dissemination and School Improvement Policy. Linking R&D with Schools. ED 207 262
- Quality Control and Product Information Systems. An Interim Report on Implementation, Use, and Effect in the R&D Utilization Program. Linking R&D with Schools. ED 207 263
- Staff Development and Curriculum Change: What's Good for Teachers is Good for Schools. (Draft). ED 207 255
- Strategies for Knowledge Use and School Improvement: A Summary. Linking R&D with Schools. ED 207 258
- Strategies for Knowledge Use and School Improvement. Linking R&D with Schools. ED 207 257
- A Study of the R&D Utilization Program. RDU Study and its Policy Context: Perspectives of Educational Policy Makers. A Memorandum. ED 207 253

Researchers

- Establishing Research Goals: The Ethnographer-Practitioner Dialectic. ED 207 517//

Residential Programs

- A Model for a Deinstitutionalization Program for Youthful Offenders. ED 206 948

Resource Allocation

- Bibliographic Materials Fund Allocation Formula in Use at Radford University. ED 207 547
- Building Coalitions for Educational Priorities. ED 208 070
- Colleges Respond to Decline: Resistance versus Application. Issues in Higher Education, No. 17. ED 207 390
- The Contest for Educational Resources. A Dynamic Theory of Equity. Final Report. ED 207 947
- Ontario Universities Statistical Compendium, 1970-71 to 1979-80. Part A, Macro-Indicators. ED 207 439
- Satisfaction with Rural Services: The Policy Preferences of Leaders and Community Residents. ED 207 768
- The Shrinking Maze. Report of the University of Calgary Program Review Committee. ED 207 384

Resource Centers

- Vocational Curriculum Resource Assessment. Final Report. ED 206 931

Resource Materials

- Activities for Junior High School and Middle School Mathematics. Readings from the "Arithmetic Teacher" and the "Mathematics Teacher." ED 207 843//
- A Dictionary of Reading and Related Terms. ED 207 036
- Directory of Environmental Education Resources: A Guide to National and International Organizations That Provide Information on the Environment. ED 207 812
- Nontraditional Resources Catalogue: Opening Trade Barriers. ED 206 985
- [Parenting for Parents and Professionals and Group Interaction: An Annotated Bibliography.] ED 207 683
- State-of-the-Art Review of Bibliographic Control in Higher Education in Canada. ED 207 429

Resources

- Resource Directory. Expanded Edition. ED 207 316

Resources in Education

- Resources in Education (RIE). Volume 17, Number 2. ED 206 798

Response Rates (Questionnaires)

- Examining the Effects of Incentives on the Return Rates of Mailed Surveys. ED 208 037

Responses

- Examining the Effects of Incentives on the Return Rates of Mailed Surveys. ED 208 037

Restitution

- Some Alternatives to School Discipline: Parental Liability and Restitution. A Legal Memorandum. ED 207 155

Retailing

- Systematic Model for Validating Equipment Uses in Selected Marketing and Distribution Education Programs. Final Report, February 1, 1980-June 30, 1981. ED 206 822

Retention (Psychology)

- Analyzing Functions of Illustrations in Text. ED 207 496//
- Visual Learning Stimulus Considerations: Concept-Related Graphic, Arbitrary Graphic, and Verbal Label Symbols. ED 207 492//

Retrenchment

- Colleges Respond to Decline: Resistance versus Application. Issues in Higher Education, No. 17. ED 207 390

- Coping With Curricular Change in Academe. The AIR Professional File No.9, Spring 1981. ED 207 436

- Declining Enrollments: The Challenge of the Coming Decade. Summary Report. ED 207 212

- The Effect of Proposed Reagan Administration Cuts on University of Delaware Financial Aid Programs. Special Report. ED 207 380

Revision (Written Composition)

- Producing Classroom Authors: Grades K-6. ED 207 085

Robotics

- Human Factors and Robotics: Current Status and Future Prospects. ED 206 911

Rod and Frame Test

- The Role of Stimulus-Size on Performance in the Embedded-Figures-Test and in the Rod-and-Frame-Test and the Implications of This Role for the Perceptual and Cognitive Style Constructs in Educational Technology Research. ED 207 515//

Role Conflict

- The Human Factor in Dissemination: Field Agent Roles in Their Organizational Context. Linking R&D with Schools. ED 207 266

- Women At Work and At Home: Implications for Depression and Mental Health. ED 206 982

Role Models

- Persecutors, Victims and Rescuers in Harlequin Romances. ED 207 086

- Role Model Choice: Who Do Women Say Their Models Are? ED 206 986

Role Perception

- Changing Women's Self-Perceptions: The Impact of a Psychology of Women Course. ED 206 961
- Self-Esteem and Professionalism. ED 206 975

Rural Areas

- "Balancing Technological and Human Resources Development: A New Priority for Rural America." ED 206 921

- Enhancing Traditional and Innovative Rural Support Services. ED 206 924

- Evaluation of the Vocational Preparation and Success of Handicapped Individuals Who Reside in Rural Areas of Florida. Florida Rural Research Project. Final Report. ED 206 805

- Exemplary Rural Education and Economic Development Initiatives. State-of-the-Art Report. ED 206 926

- Mobilizing Rural Community Resources for Support and Development of Local Learning Systems in Developing Countries. ED 207 756

- "Rural America: The Present Realities and Future Prospects." ED 206 918

- Rural Journalism in Africa. Reports and Papers on Mass Communication No. 88. ED 207 056

- Rural Land Use: A Need for New Priorities. ED 206 922

- Satisfaction with Rural Services: The Policy Preferences of Leaders and Community Residents. ED 207 768

- Toward a More Rational Education-Economic Development Connection in Rural America: The Collaborative Model. ED 206 925

- Toward an American Rural Renaissance: Realizing Rural Human Resource Development during the Decade of the Eighties. Final Technical Report. ED 206 917

- Toward an American Rural Renaissance. The Role of Investment Capital in Rural Development. ED 206 920

Subject Index

The Transport Requirements of P.C.A.P. Field Staff in the South-West and Central Priority Country Areas. Priority Country Area Program Evaluation Series: Report No. 7.

ED 207 733

Rural Development

Approaches to Rural Development: The Guelph Experience.

ED 207 778

"Balancing Technological and Human Resources Development: A New Priority for Rural America."

ED 206 921

Communication and Energy: Community Participation in Forestry Projects.

ED 207 479

Enhancing Traditional and Innovative Rural Support Services.

ED 206 924

Exemplary Rural Education and Economic Development Initiatives. State-of-the-Art Report.

ED 206 926

Linking Education and Local Development: An International Perspective.

ED 206 923

Nature, Types and Scale of Rural Development.

ED 206 919

Nutrition in Policy Planning for the Rural Sector. Cornell International Nutrition Monograph Series, Number 8 (1981).

ED 207 711

"Rural America: The Present Realities and Future Prospects."

ED 206 918

Rural Land Use: A Need for New Priorities.

ED 206 922

Toward a More Rational Education-Economic Development Connection in Rural America: The Collaborative Model.

ED 206 925

Toward an American Rural Renaissance: Realizing Rural Human Resource Development during the Decade of the Eighties. Final Technical Report.

ED 206 917

Toward an American Rural Renaissance. The Role of Investment Capital in Rural Development.

ED 206 920

Rural Economics

Nature, Types and Scale of Rural Development.

ED 206 919

Rural Education

Exemplary Rural Education and Economic Development Initiatives. State-of-the-Art Report.

ED 206 926

Individualized Study by Telecommunications. Model and Procedures Documentation Report.

ED 207 529

An On-Campus, Off-Campus Model for Native Indian Teacher Education.

ED 207 726

Rural Education: A Field of Study Whose Time Has Come in Higher Education.

ED 207 757

Rural Education: A New Research Centre Looks at Some Perennial Problems.

ED 207 781

Rural Farm Residents

Farm Income Recipients and Their Families: A Socioeconomic Profile. Rural Development Research Report No. 30.

ED 207 755

Farm Population of the United States: 1980.

ED 207 762

Rural Population

The Education of Nonmetro Hispanics. Rural Development Research Report Number 31.

ED 207 735

Enhancing Traditional and Innovative Rural Support Services.

ED 206 924

"Rural America: The Present Realities and Future Prospects."

ED 206 918

Satisfaction with Rural Services: The Policy Preferences of Leaders and Community Residents.

ED 207 768

The Triple Bias: Rural, Minority and Female.

ED 207 758

Rural Schools

Recommendations to Teacher Educators for Preparing Future Teachers for Careers in Rural Schools.

ED 207 779

Rural School Survey on English Teaching in Illinois, 1980.

ED 207 044

Treatment of Rural Areas: Planning Guidance for Administrative, Legislative, and Regulatory Action for FY 1982-83.

ED 207 769

Rural to Urban Migration

The Adjustment of Native American Students to Public Schools in the East San Francisco Bay Area.

ED 207 729

Rural Urban Differences

Enhancing Traditional and Innovative Rural Support Services.

ED 206 924

"Rural America: The Present Realities and Future Prospects."

ED 206 918

Rural-Urban Differences in Sex Role Orientations.

ED 207 764

Rural Work Education Councils

Toward a More Rational Education-Economic Development Connection in Rural America: The Collaborative Model.

ED 206 925

Rural Youth

Rural-Urban Differences in Sex Role Orientations.

ED 207 764

Rural Youth: Images from West Dorset. A Study of Young People in a Rural Area and the Extent of Youth Service Provision Afforded Them.

ED 207 731

Rural Youths' Decisions to Attend College: Aspirations and Realizations.

ED 207 765

Russia

American Reporters/Soviet Reporters: A Convergence?

ED 207 052

Safety

Asbestos Abatement in Oklahoma Schools.

ED 207 185

Safety Education

Kitchen Safety. Technical Assistance and Dissemination System: Illinois Special Needs Populations

ED 206 836

New Hampshire Lost Person Study, 1974-1979.

ED 207 750

Shop Safety. Technical Assistance and Dissemination System: Illinois Special Needs Populations.

ED 206 839

You Alone in the North Woods: The Lost Hunter's Guide.

ED 207 749

Salaries

Employees in Colleges and Universities in New York State, 1979-80.

ED 207 470

Salary Wage Differentials

Sources of Black-White Earnings Differences.

ED 207 162

Status of Recent Male and Female College Graduates. Research Report No. 5-81.

ED 207 465

Sampling

Evaluating Library Services. New Mexico State Library Occasional Paper No. 8.

ED 207 560

Year 11 Primary Sample for the National Assessment of Educational Progress. Final Report.

ED 208 008

School Attitudes

293

San Diego Unified School District CA

A New Perspective on the Use of Evaluation Data in Title I Schools Also Involved in a Court-Ordered Integration Program.

ED 207 232

San Francisco State University CA

Taking the Radical Risk: Diary of a San Francisco State Professor.

ED 207 447

Sanctions

P.O.P./E.Y.E. (Point Ownership Program/Earn Your Environment: A Program for the Effective and Humanistic Management of Residence Facility Damage).

ED 207 655

Satellite Facilities

Satellite Applications for Public Service: Project Summaries.

ED 207 597

Satire

The Harry "A" Chesler Collection of Illustration and Comic Art at Fairleigh Dickinson University: A Booklist.

ED 207 572

Schemata

Schematic and Taxonomic Organization in Free Recall.

ED 208 014

Using Memory Schemata to Comprehend Scripted Texts.

ED 207 042

Schizophrenia

Final Report of the Vocational Rehabilitation Project (SREG 116), November 1980-June 1981. Part I.

ED 206 882

Final Report of the Vocational Rehabilitation Project (SREG 116), November 1980-June 30, 1981. Part II.

ED 206 883

Scholarly Journals

The Productivity of Criminology and Criminal Justice Faculty.

ED 207 392

Professionalism Among Criminal Justice Educators.

ED 207 396

Submission, Rejection, Frustration: Perhaps There Isn't A Better Way.

ED 207 473

Scholarships

Scholarship Program: 1979-80 Report to Congress. Report of the Secretary of Health and Human Services on the Administration of the National Health Service Corps Scholarship Program as Required by Section 751(i) of Title VII of the Public Health Service Act, as Amended, December 12, 1979.

ED 207 383

School Administration

Administrative Decentralization in School Systems and Its Effect on the Organization of Media Services. Atlanta Public Schools: A Case Study.

ED 207 595

The Dream Deferred: A Golden Age for Women School Administrators.

ED 207 161

Pre-School Education in the European Community. Commission of the European Communities Studies Collection, Education Series No. 12.

ED 207 693

The Urban Principal. Discretionary Decision-Making in a Large Educational Organization.

ED 207 178

School Attitudes

The Condition of Education: 1981 Edition. Statistical Report.

ED 207 186

High School for the Creative and Performing Arts: Student Attitudes and Perceptions. Report 8051.

ED 208 049

Some Effects of Parent Involvement in Schools.

ED 206 963

School Buildings

- Asbestos Abatement in Oklahoma Schools.
ED 207 185
Bidding Documents for Asbestos Abatement in
Oklahoma Public Buildings.
ED 207 184
Saving Schoolhouse Energy. Final Report.
ED 207 838

School Buses

- Cost Effectiveness of Premium Versus Regular
Gasoline in MCPS Buses.
ED 208 048

School Business Relationship

- Collaborative Programs in Urban Schools: Case
Studies.
ED 208 095
The Corporate Stake in Higher Education: An
Underdeveloped Potential.
ED 207 419
Industry-Education-Labor Collaboration: An Ac-
tive Guide for Collaborative Councils.
ED 206 907
Industry-Education-Labor Collaboration: The
Literature of Collaborative Councils.
ED 206 906
New Goals for Corporate Giving to Higher Edu-
cation.
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Telecommunications: A Labor Market Analysis.
New Jersey Manpower Series. Volume 1.
ED 207 423

School Catalogs

- Final Report of Project CHOICE: A Center for
Helping Organizations Improve Choice in Educa-
tion.
ED 207 471

School Choice

- Cooperative Competition and Free Choice: The
Results of a Two-System Open School Enroll-
ment Policy. Final Report.
ED 207 235

School Community Relationship

- The Big Game. College Sports and American Life.
ED 207 468//
Building Coalitions for Educational Priorities.
ED 208 070
Cleveland Urban Learning Community (CULC):
Evaluation Report
ED 208 068
Cultural Awareness of Minority Groups: Some
Implications for School-Community Interaction.
ED 207 233
A Description and Evaluation of the 1979 Sum-
mer Training Workshop. Roosevelt University
and the Chicago Board of Education Teacher
Corps Project-Program '78.
ED 207 957
Development of Procedures for Assessing the Im-
pact of Vocational Education Research and Devel-
opment on Vocational Education (Project
IMPACT). Volume 7-Case Studies of Two Il-
linois School Districts with Innovative Vocational
Education Programs.
ED 206 816
Education North Evaluation Project. The First
Annual Report.
ED 207 774
Higher Education in American Society.
ED 207 405//
Identifying and Compiling Information about
(Minority) Community Based Organizations' Ef-
forts to Serve In-School Youth. Final Notes.
ED 206 835
Industry-Education-Labor Collaboration: An Ac-
tive Guide for Collaborative Councils.
ED 206 907
Industry-Education-Labor Collaboration: The
Literature of Collaborative Councils.
ED 206 906
Public Relations in the Community College: How
to Start up an Operation, Determine the Program,
and Master the Skills of Community College Pub-
lic Relations.
ED 207 633

- School Construction
School Facilities Development Procedures
Manual.
ED 207 182

School Counseling

- Educational and Vocational Guidance in Den-
mark. Education in Denmark.
ED 206 833

School Counselors

- Public Image of the University: Perceptions of
High School Counselors. Institutional Research
Report No. 81-19.
ED 207 389

School Demography

- The Changing Ethnic Population and Its Impact
on School Districts in California.
ED 208 108
The Decade Ahead: A Forecast of the Tacoma
School District in the 1980s. A Report to the
Tacoma School Board.
ED 208 106
Rankings of the Counties and School Districts of
South Carolina, 1978-79. 1980 Edition.
ED 208 062
Statistical Profile 1979-80.
ED 208 063

School Desegregation

- Citizen Guide to Desegregation: A Report to the
Citizens' Council for Ohio Schools.
ED 208 125
Elementary School Staff Attitudes Toward
Desegregation, 1979 Survey.
ED 208 116
Grade 10 Student Attitudes Toward Desegrega-
tion, 1979 Survey.
ED 208 120
Grade 7 Student Attitudes Toward Desegrega-
tion, 1979 Survey.
ED 208 119
Staff Development: The Key to Successful Deseg-
regation/Integration Implementation.
ED 207 156
Workshop Participants' Perception Rankings of
Second Generation School Desegregation Issues.
ED 208 085

School District Spending

- A Cost-Based Approach to the Funding of Educa-
tional Programs: An Application to Special Edu-
cation.
ED 207 298

School Districts

- Case Studies of Three Interorganizational Ar-
rangements.
ED 207 189
The Changing Ethnic Population and Its Impact
on School Districts in California.
ED 208 108
Encouraging Linkages Between CETA Youth
Programs and Vocational Education in the State
of Connecticut. Final Report.
ED 206 937
Evaluative Research in Local Youth Program-
ming-Using the Tools of Knowledge Develop-
ment. Knowledge Development Framework.
Youth Knowledge Development Report 1.5.
ED 206 861
Interim Report Concerning Schools Involved in
the Comprehensive Basic Skills Review Process.
ED 208 105
The Local Focus on Youth. Program Evaluations.
Youth Knowledge Development Report 3.15.
ED 206 866
Organizations Collaborating to Improve Educa-
tional Practice.
ED 207 190
Rankings of the Counties and School Districts of
South Carolina, 1978-79. 1980 Edition.
ED 208 062

School Effectiveness

- Variables Associated With Effective Schooling.
ED 207 221

School Funds

- The Costs of Higher Education: How Much Do
Colleges and Universities Spend per Student and
How Much Should They Spend?
ED 207 368

School Holding Power

- ACT Profiles of Louisiana State University-Baton
Rouge Graduates and Selected Factors Which Af-
fect Them. Research Report, Vol. 11, No. 2, July
1981.
ED 207 435

- Colleges Respond to Decline: Resistance versus
Application. Issues in Higher Education, No. 17.
ED 207 390

- Minority Access to Higher Education: AAHE-
ERIC/Higher Education Research Report 1.
ED 207 474

- The Predominantly Black College: An Explora-
tion of Its Role and Function.
ED 207 409

- Prince George's Community College Marketing
Plan, 1981-1982.
ED 207 625

- Student Recruitment & Retention.
ED 207 620

- Survey of Non-Completers and No-Shows of Vo-
cational Programs in Colorado. Executive Sum-
mary (and) Technical Report.
ED 208 046

School Organization

- The Changing Patterns of School Enrolment and
Their Implications for Educational Policy and
Management.
ED 207 195

- Citizen Guide to Quality Education.
ED 207 201

- Education and Organizational Democracy.
ED 207 218

- The Organization of the Distance Teaching Sub-
system in an Open University.
ED 207 430

School Orientation

- Orientations and Transitions: A Survey of Kin-
dergarten and Primary Programs in Greater Vic-
toria School District No. 61.
ED 207 676

School Personnel

- Certification Standards for Professional School
Personnel. Revised July 1, 1981.
ED 207 977

- Employees in Colleges and Universities in New
York State, 1979-80.
ED 207 470

School Policy

- Guidelines for Industrial Education Programs in
Elementary and Secondary Schools. Regional Oc-
cupational Centers, and Regional Occupational
Programs. Revised.
ED 206 826

- Handbook for Developing a Code of Conduct for
Students.
ED 207 130

- Trustee Liability and Legal Responsibility.
ED 207 652

School Readiness Tests

- Report on the Implementation of the Basic Skills
Assessment Program, 1979-80.
ED 208 066

School Registration

- Survey of Telephone Registrants Fall 1979.
Volume 10, Number 13.
ED 207 658

School Responsibility

- The Evolution of a Community Drug Abuse Pro-
gram: Families Have a Critical Role.
ED 206 942

- The Relevance of Teacher Education.
ED 207 939

School Role

- A Description and Evaluation of the 1979 Sum-
mer Training Workshop. Roosevelt University
and the Chicago Board of Education Teacher
Corps Project-Program '78.
ED 207 957

- Linking Education and Local Development: An
International Perspective.
ED 206 923

- Toward a More Rational Education-Economic
Development Connection in Rural America: The
Collaborative Model.
ED 206 925

School Shops

- Shop Safety. Technical Assistance and Dissemi-
nation System: Illinois Special Needs Popula-
tions.
ED 206 839

Subject Index

School Space

Inventory of Physical Facilities of Ontario Universities, 1980-81.

ED 207 438

School Statistics

The Condition of Education: 1981 Edition. Statistical Report.

ED 207 186

Education in the United States: Statistical Highlights Through 1979-80.

ED 207 135

Statistical Profile 1979-80.

ED 208 063

School Supervision

The Effects of Collective Bargaining on the Climate of Administration and Supervision.

ED 207 194

School Support

Relationships between Local Contributions and the Success of a Federal School Improvement Program. Draft.

ED 207 254

School Surveys

Mathematics Teaching Today: Perspectives from Three National Surveys.

ED 207 842//

A Survey of In-Service Teacher Training Programs for Graduate Teaching Assistants in Basic Communication Courses.

ED 207 106

School Vandalism

P.O.P./E.Y.E. (Point Ownership Program/Earn Your Environment: A Program for the Effective and Humanistic Management of Residence Facility Damage).

ED 207 655

Schools of Education

From a Normal Beginning: The Origins of Kean College of New Jersey.

ED 207 441//

A Manual of Procedures for Approving Illinois Teacher Education Institutions and Programs. Revised Edition, 1980.

ED 207 980

State Approved Teacher Education Programs in New Jersey Colleges and Universities.

ED 207 986

Teachers College Libraries in Papua New Guinea. A Report for the Asia Foundation, the Library Services and the Teacher Education Divisions of the Department of Education. Government of Papua New Guinea.

ED 207 600

Science Activities

Highlands County Energy Education Activities-High School Level.

ED 207 818

Learning About Energy in Secondary Schools: Some Exemplary Lessons for Students. Volume II. Final Report, April 8, 1981 to December 31, 1981.

ED 207 817

A Portfolio of Energy Ideas: Science.

ED 207 858

A Sourcebook of Marine Activities Developed in the Milwaukee Great Lakes Summer Education Program, 1977 and 1978.

ED 207 851

Science and Engineering Technician Curriculum

Algebraic and Trigonometric Equations With Applications. A Study Guide of the Science and Engineering Technician Curriculum.

ED 207 787

Analog and Digital Electronics. A Study Guide of the Science and Engineering Technician Curriculum.

ED 207 788

Chemical Science and Technology I. A Study Guide of the Science and Engineering Technician Curriculum.

ED 207 789

Chemical Science and Technology II. A Study Guide of the Science and Engineering Technician Curriculum.

ED 207 790

Electronic Components, Transducers, and Basic Circuits. A Study Guide of the Science and Engineering Technician Curriculum.

ED 207 791

Functions, Analytic Geometry, Probability and Statistics. A Study Guide of the Science and Engineering Technician Curriculum.

ED 207 792

Materials and Fabrication Methods I. A Study Guide of the Science and Engineering Technician Curriculum.

ED 207 793

Materials and Fabrication Methods II. A Study Guide of the Science and Engineering Technician Curriculum.

ED 207 794

Physics of Mechanical, Gaseous, and Fluid Systems. A Study Guide of the Science and Engineering Technician Curriculum.

ED 207 795

Science and Engineering Graphics I. A Study Guide of the Science and Engineering Technician Curriculum.

ED 207 796

Science and Engineering Technology: A Guide to a Two-Year Associate Degree Curriculum.

ED 207 786

Science Careers

Choosing a College Major in the Hard and Technical Sciences and the Professions: A Causal Explanation.

ED 206 829

Study on Access of Women to Specialized and Scientific Education and Training and to the Corresponding Careers in the CSSR (Undertaken by the Ministries of Education of the Czech and Slovak Socialist Republics).

ED 207 841

Science Course Improvement Projects

Algebraic and Trigonometric Equations With Applications. A Study Guide of the Science and Engineering Technician Curriculum.

ED 207 787

Analog and Digital Electronics. A Study Guide of the Science and Engineering Technician Curriculum.

ED 207 788

Chemical Science and Technology I. A Study Guide of the Science and Engineering Technician Curriculum.

ED 207 789

Chemical Science and Technology II. A Study Guide of the Science and Engineering Technician Curriculum.

ED 207 790

Dissemination Strategies at the National Science Foundation in Pre-College Education.

ED 207 857

Electronic Components, Transducers, and Basic Circuits. A Study Guide of the Science and Engineering Technician Curriculum.

ED 207 791

Science and Engineering Technology: A Guide to a Two-Year Associate Degree Curriculum.

ED 207 786

Science Curriculum

Curriculum Development: Linking Science Education to Life. Report of a Sub-regional Workshop on Designing and Developing Innovative Science Curriculum and Instructional Materials (Bangkok, Thailand, December 8-20, 1980).

ED 207 805

Priorities for Research in Science Education: A Survey.

ED 207 855

The Use of Manipulatives and Their Effect on the Development of Spatial Conceptualizations.

ED 207 860

Science Education

Community College Study of Media Utilization and Instructional Methodologies Used in Science Courses and Related Areas: A National Study.

ED 207 508//

Curriculum Development: Linking Science Education to Life. Report of a Sub-regional Workshop on Designing and Developing Innovative Science Curriculum and Instructional Materials (Bangkok, Thailand, December 8-20, 1980).

ED 207 805

Scientific and Technical Information

295

Dissemination Strategies at the National Science Foundation in Pre-College Education.

ED 207 857

Exhibits Enhanced by Stand-Alone Computers.

ED 207 523

Priorities for Research in Science Education: A Survey.

ED 207 855

Science Education Research

An Analysis of the Relationship of Students' Self Concepts in Science and Their Science Achievement, Mental Ability, and Gender.

ED 207 806

Conservation Reasoning Ability and Performance on BSCS Blue Version Examinations.

ED 207 820

Encouraging the Transition from Concrete to Formal Cognitive Functioning-An Experiment.

ED 207 821

The Frequencies & Origins of Scientific Misconceptions.

ED 207 846

M-Space: Is It a Constraint on Reasoning Ability?

ED 207 822

A Note on the Factor Structure of Some Piagetian Tasks.

ED 207 823

Patterns of Reasoning: Probabilistic Reasoning.

ED 207 810

Priorities for Research in Science Education: A Survey.

ED 207 855

Study on Access of Women to Specialized and Scientific Education and Training and to the Corresponding Careers in the CSSR (Undertaken by the Ministries of Education of the Czech and Slovak Socialist Republics).

ED 207 841

The Use of Manipulatives and Their Effect on the Development of Spatial Conceptualizations.

ED 207 860

Science Experiments

A Portfolio of Energy Ideas: Science.

ED 207 858

Science Instruction

Community College Study of Media Utilization and Instructional Methodologies Used in Science Courses and Related Areas: A National Study.

ED 207 508//

Curriculum Development: Linking Science Education to Life. Report of a Sub-regional Workshop on Designing and Developing Innovative Science Curriculum and Instructional Materials (Bangkok, Thailand, December 8-20, 1980).

ED 207 805

Priorities for Research in Science Education: A Survey.

ED 207 855

Velocity Space and the Geometry of Planetary Orbits. Artificial Intelligence Memo No. 320.

ED 207 807

Science Programs

University Curricula in the Marine Sciences and Related Fields, Academic Years 1979-1980, 1980-1981.

ED 207 825

Science Tests

The Development and Analysis of a Grade Eight Physical Science Test.

ED 207 999

The Frequencies & Origins of Scientific Misconceptions.

ED 207 846

Scientific and Technical Information

Manual of Documentation Practices Applicable to Defence-Aerospace Scientific and Technical Information. Volume III: Sections 7-Information Retrieval; 8-Dissemination Practices; 9-Microform Systems and Reprography.

ED 207 610

Manual of Documentation Practices Applicable to Defence-Aerospace Scientific and Technical Information. Volume II: Sections 4-Data Recording and Storage; 5-Mechanization Systems and Operations; 6-Announcement Services and Publications.

ED 207 609

- Manual of Documentation Practices Applicable to Defence-Aerospace Scientific and Technical Information. Volume I: Sections 1-Acquisition and Sources; 2-Descriptive Cataloguing; 3-Abstracting and Subject Analysis. ED 207 608
- Manual of Documentation Practices Applicable to Defence-Aerospace Scientific and Technical Information. Volume IV: Sections 10-Security Storage and Control; 11-Organization and Management; 12-Networks and External Sources of Information. ED 207 611
- Scientific Concepts**
The Frequencies & Origins of Scientific Misconceptions. ED 207 846
- Scientific Literacy**
Technology Education Symposium II. Program Theme: "Technological Literacy" (Menominee, Wisconsin, May 1-2, 1981). ED 206 915
- Scientific Methodology**
A Reconstructed Theory of Educational Research. ED 207 875
- Scientific Personnel**
Study on Access of Women to Specialized and Scientific Education and Training and to the Corresponding Careers in the CSSR (Undertaken by the Ministries of Education of the Czech and Slovak Socialist Republics). ED 207 841
- Scientific Research**
Cerebral Economics: Resource Competition Within But Not Between Hemispheres. Technical Report No. 3. ED 207 861
- NASA's Role in Aeronautics: A Workshop. Volume VI - Aeronautical Research. ED 207 866
- Scores**
An Analysis of Scores on the Common Examinations of the National Teacher Examinations of Candidates for Certification in Louisiana. ED 207 997
- Annual Test Report, 1979-80. ED 208 053
- City-Wide Summaries, City-Wide and District Performance Distributions, Kindergarten through Grade Twelve. 1978-79 Philadelphia City-Wide Testing Program, February 1979 Achievement Testing Program. Report No. 8004. ED 208 052
- Regression Study of Learner Control Data. ED 208 012
- Summary of Achievement Test Scores-1980. School-by-School Test Results. ED 208 051
- The Test Score Decline: A Review and Annotated Bibliography. ED 207 995
- Screening Tests**
Early Identification System: Year Two. Research Report 80-15. ED 207 677
- Search Committees**
The Search and Screen Committee: A Simulation. Equity for Women in Higher Education Project. ED 207 418
- Seatwork**
Student Responses to Seatwork: Implications for the Study of Students' Cognitive Processing. ED 207 709
- Second Language Instruction**
Evaluating Contemporary Language-Teaching Methodologies through Historical Perspective. ED 207 339
- Introduction to French: Colors, Numbers, and Body/Clothing. ED 207 342
- Introduction to German: Colors, Numbers, and Body/Clothing. ED 207 344
- Introduction to Spanish: Colors, Numbers, and Body/Clothing. ED 207 343
- Learning and Performing: An Integrated Language Course at the Tertiary Level. ED 207 338
- Notes on Grammar: Singing in ESL with Songs for the Grammar Class. ED 207 336
- Problemes en enseignement fonctionnel des langues (Problems in the Functional Teaching of Languages). Publication B-103. ED 207 333
- Second Language Learning**
Bibliographic Instruction to the Student of Foreign Language and Literature: A Feasibility Study. ED 207 558
- A Comparison of First and Second Language Reading Strategies among English-Speaking University Students. ED 207 324
- Difficultés d'apprentissage de la langue seconde chez l'immigrant adulte en situation scolaire: Une étude dans le contexte québécois (Adult Immigrants' Problems in Learning a Second Language in an Academic Setting: A Study in the Context of Quebec Culture and Practice). Publication B-101. ED 207 332
- Discourse Factors in the Evaluation of Language Ability. ED 207 340
- Exercises in Cross-Cultural Communication for Teachers of English to Spanish Speakers. Handout Series. ED 208 071
- Instrument Development for Informal Diagnosis of Hebrew as a Second Language Spelling Miscues. ED 207 326
- Language, Class, and Cultural Implications on First and Second Language Acquisition: A Cross-Cultural Study of Cognitive Consequences. ED 207 360
- Languages: The Plus in Today's World. ED 207 365
- Les mécanismes psychologiques sous-jacents à l'apprentissage d'une langue seconde (The Psychological Mechanisms Related to the Learning of a Second Language). Publication B-99. ED 207 337
- Predicting Student's Effort and Performance in Foreign Language Courses: An Application of Expectancy Theory of Motivation. ED 207 325
- Strategies Used by Native Speakers in Native-Non-Native Conversations. ED 207 323
- Second Language Programs**
Survey of States Requiring Foreign Languages for State School Accreditation. ED 207 327
- Secondary Education**
Impact Research Focusing on Mildly Mentally Handicapped Students in Secondary Vocational Consumer and Homemaking Programs in Minnesota. ED 206 899
- Secondary School Mathematics**
Activities for Junior High School and Middle School Mathematics. Readings from the "Arithmetic Teacher" and the "Mathematics Teacher." ED 207 843//
- A Conceptual Framework for High School Mathematics. Final Report. ED 207 854
- A Low-Inference Indicator of Lesson Structure in Mathematics. ED 207 856
- Multilevel Analyses of Teacher-Student Relationships in Junior High Classrooms. ED 208 041
- Sex Stereotyping Versus Perceived Value as the Mediator of Sex Differentiated Math Participation. ED 207 834
- Student Science Training Program in Mathematics, Physics and Computer Science. Final Report to the National Science Foundation. Artificial Intelligence Memo No. 393. ED 207 808
- Teaching the Computer to Add: An Example of Problem-Solving in an Anthropomorphic Computer Culture. Artificial Intelligence Memo No. 396. ED 207 809
- Secondary School Science**
An Analysis of the Relationship of Students' Self Concepts in Science and Their Science Achievement, Mental Ability, and Gender. ED 207 806
- Feed, Need, Greed: Food Resources & Population. A High School Curriculum. ED 207 811
- A Manual of Mosquito Control Projects and Committee Assignments for 4-H and Scouts Biology Class Projects, Organized Community Service Programs, and Individuals Interested in Environmental Management. ED 207 797
- A Portfolio of Energy Ideas: Science. ED 207 858
- Student Science Training Program in Mathematics, Physics and Computer Science. Final Report to the National Science Foundation. Artificial Intelligence Memo No. 393. ED 207 808
- Velocity Space and the Geometry of Planetary Orbits. Artificial Intelligence Memo No. 320. ED 207 807
- Secondary School Students**
Ethnic Differences in the Nutritiousness of Diets of Hawai'i's Children. ED 208 083
- Identifying and Compiling Information about (Minority) Community Based Organizations' Efforts to Serve In-School Youth. Final Notes. ED 206 835
- Secondary School Teachers**
Articulation between High School Senior and College Freshman Composition: A Study of the Most Serious Writing Errors as Perceived by Mississippi High School and College English Instructors. ED 207 061
- The QUEST Concept: A Handbook on Planning and Implementation. ED 207 945
- Secrecy**
Closed (Executive) Sessions: How to Use & Present Them to the Public. ED 207 141
- Selective Learning**
Selective Learning of Prose Passages Due to Aggressive Content. ED 207 039
- Self Actualization**
The Experience of Parenthood, Family Phase and Adult Development: An Exploration of Parents' Perceptions. ED 206 827
- Role Model Choice: Who Do Women Say Their Models Are? ED 206 986
- Self Concept**
Adapted Outward Bound Programmes: An Alternative for Corrections. ED 207 746
- Addicted Women: Family Dynamics, Self Perceptions, and Support Systems. Services Research Monograph Series. ED 206 984
- An Alternative Feedback/Evaluation Model for Outdoor Wilderness Programs. ED 207 745
- An Analysis of the Relationship of Students' Self Concepts in Science and Their Science Achievement, Mental Ability, and Gender. ED 207 806
- Bilingual Education and Affective Outcomes: The Past Ten Years and the Mexican American Experience. ED 207 730
- Changing Women's Self-Perceptions: The Impact of a Psychology of Women Course. ED 206 961
- Children's Perceptions of the Sources of Self-Knowledge. ED 207 706

Subject Index

Cross-Gender and Cross-Generational Perceptions of Sexuality.

ED 206 974

Disadvantaged Learners: The Nature of the Problem and Some Potential Solutions.

ED 207 773

Displaced Homemakers: Vo-Tech Workshop Guide.

ED 206 872

The Experience of Parenthood, Family Phase and Adult Development: An Exploration of Parents' Perceptions.

ED 206 827

Failure Syndrome: Stress Factor for Middle School Children.

ED 207 680

Field Test Results of a Workbook Approach to Improving the Self-Concepts and Motivation Levels of Vocational Students.

ED 206 914

First Year Teachers: Perceptions of Changes.

ED 207 972

Hyperactivity as a Personality Disorder.

ED 207 715

Sibling Death During Adolescence: Self Concept and Bereavement Reactions.

ED 207 721

Social Inquiry: Instructional Manual to Accompany MARK.

ED 207 883

Student Types: Male and Female Changes Over a Decade. Research Report No. 14-80.

ED 207 461

Teaching Assistants' Perceptions of Formal and Informal Communications with Students.

ED 207 107

Towards a Holistic Theory of Adult Education: Academic-Skills-Deprivation, Cause and Cure.

ED 207 456

Self Concept Measures

Use of Cameras in an Early Childhood Classroom to Enhance Academic and Self-Concept Growth.

ED 207 521

Self Control

Cognitive Somatic Behavioral Interventions for Maximizing Gymnastic Performance.

ED 207 948

Self Determination

The Coalescence of Philosophy and Process in School Health Education.

ED 207 934

Self Efficacy

Mathematics Self-Efficacy and the Consideration of Math-Related Majors: A Preliminary Path Model.

ED 207 847

Self Employment

Farm Income Recipients and Their Families: A Socioeconomic Profile. Rural Development Research Report No. 30.

ED 207 755

Self Esteem

Self-Esteem and Academic Behavior Among Elementary School Children.

ED 206 995

Self-Esteem and Professionalism.

ED 206 975

Self Evaluation (Groups)

OMS Annual Report 1980.

ED 207 565

A School Principal's Guide to Incentives to Promote Educational Equity for Girls and Boys. Final Report.

ED 207 222

The Shrinking Maze. Report of the University of Calgary Program Review Committee.

ED 207 384

Self Evaluation (Individuals)

Behavioral Checklist of Infant/Toddler Care-Provider Competencies.

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The Experience of Parenthood, Family Phase and Adult Development: An Exploration of Parents' Perceptions.

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If Self-Evaluation Is the Answer, What Is the Question?

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Rate and Comprehension in Relationship to Self Report of Reading Processes and Attitudes of College Students.

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Teacher Self-Assessment: A Means for Improving Classroom Instruction. Analysis and Action Series.

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Semantics

Effects of Semantic and Orthographic Interference on Prose Recall.

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Scripts and the Composing Process.

ED 207 329

Sensitivity Training

Effects of Human Relations Training on Intellectual and Moral Development.

ED 207 963

Sensory Aids

Evaluation and Research Program for the Portable Braille Recorder (PBR). Volume I. Final Report.

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Evaluation and Research Program for the Portable Braille Recorder (PBR). Volume II. Appendices to Final Report.

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Evaluation and Research Program for the Portable Braille Recorder (PBR). Volume III. Appendix 19, Digicassette Operating Manual.

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Sentence Structure

Handbook of English Language Problems with Remedial Instruction Techniques Enclosed.

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Syntactic Maturity and Grading: A Correlational Study.

ED 207 071

Sentences

Facilitating Recognition Memory: The Use of Distinctive Contexts in Study Materials and Tests.

ED 208 010

Sequential Probability Ratio Test (Wald)

The Use of the Sequential Probability Ratio Test in Making Grade Classifications in Conjunction with Tailored Testing.

ED 208 006

Serial Ordering

Low-Income, Black Preschoolers' Ability to Complete Temporally-Ordered Sequences.

ED 207 704

Severe Disabilities

A Data Based Gymnasium: A Systematic Approach to Physical Education for the Handicapped.

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Independent Swimming for Children with Severe Physical Impairments.

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Severe Mental Retardation

The Assessment Process in Recreation with Severely and Profoundly Retarded Populations.

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Planning Residential and Vocational Services for Mentally Retarded Young Adults: Parents' Choices.

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Sex Bias

Comparison of Pretest and Reanalysis Results of an Item Bias Study.

ED 208 036

Eliminating Sexism from Children's Theatre Productions.

ED 207 116

Expanding Career Options: A Model Sex Equity Program. Trainer Manual.

ED 206 950

If You Don't Know What Women Are Like, Just Turn On Your Tube.

ED 208 077

Reducing Sex Bias in Ability Tests.

ED 208 057

Sex Differences

An Analysis of the Relationship of Students' Self Concepts in Science and Their Science Achievement, Mental Ability, and Gender.

ED 208 092

Sex Fairness

297

Attributions, Learned Helplessness and Sex Differences in Achievement.

ED 208 020

Cross-Cultural Sex Differences: Implications for Education.

ED 206 994

Cross-Gender and Cross-Generational Perceptions of Sexuality.

ED 206 974

Early Cognitive Functioning: Sex and Race Differences.

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Mathematics Self-Efficacy and the Consideration of Math-Related Majors: A Preliminary Path Model.

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Prevalence Study of the Risk of Burns in the Public Schools Population in Charleston, South Carolina (Under the Direction of Stanley Schuman).

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Reducing Sex Bias in Ability Tests.

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The Relationship of Sex Role and Career Factors in Career Decision Making.

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Role Model Choice: Who Do Women Say Their Models Are?

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Sex Differences in Cognition: Exploring Alternative Explanations. Symposium Papers.

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Sexuality and Student Development: Sexual Anxiety As It Relates to Chickering's Vectors.

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Status of Recent Male and Female College Graduates. Research Report No. 5-81.

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Student and Institutional Characteristics as Determinants of the Prompt and Subsequent Four-Year College Graduation of Race and Sex Groups.

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Student Types: Male and Female Changes Over a Decade. Research Report No. 14-80.

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Unannounced Desegregation in an All-Volunteer Summer School: Sex, Grade, and Ethnic Attendance Patterns.

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Workshop Participants' Perception Rankings of Second Generation School Desegregation Issues.

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Sex Discrimination

Bring Me Men and Women. Mandated Change at the U.S. Air Force Academy.

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The Dream Deferred: A Golden Age for Women School Administrators.

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The Response of Higher Education to Women's Inequality.

ED 207 449

Sexual Harassment in the Federal Workplace: Is It a Problem? A Report of the U.S. Merit Systems Protection Board Office of Merit Systems Review and Studies.

ED 206 960

Sex Education

You and Me and Human Sexuality: A Student Booklet Written for Deaf Adolescents.

ED 206 941

You and Me and Human Sexuality. Teacher's Manual.

ED 206 940

Sex Fairness

Eliminating Sexism from Children's Theatre Productions.

ED 207 116

Expanding Career Options: A Model Sex Equity Program. Participant Guide.

ED 206 951

Introducing PARMA (Promoting Alternative Role Models Affirmatively). Supplemental Handbook for DUSO (Developing Understanding of Self and Others, K-2).

ED 208 092

- A Plan for Sex Equity in Postsecondary Vocational Programs, State of Hawaii. ED 206 881
- A School Principal's Guide to Incentives to Promote Educational Equity for Girls and Boys. Final Report. ED 207 222
- Sex Role**
- Changing Women's Self-Perceptions: The Impact of a Psychology of Women Course. ED 206 961
- Comparison of Sex-Role Orientation and Personality Variables in Traditional Women and College Re-Entry Women. ED 206 945
- The Dual-Profession Family and Children's Sex-Role Preferences. ED 207 722
- Increasing Occupational Role Innovation: Intervention Implications of Two Survey Studies. ED 206 900
- The Progress of Self-Reported Androgynous Behavior in College Women. ED 206 980
- The Relationship of Sex Role and Career Factors in Career Decision Making. ED 206 949
- Rural-Urban Differences in Sex Role Orientations. ED 207 764
- Teaching Assistants' Perceptions of Formal and Informal Communications with Students. ED 207 107
- Sex Stereotypes**
- Eliminating Sexism from Children's Theatre Productions. ED 207 116
- Introducing PARMA (Promoting Alternative Role Models Affirmatively). Supplemental Handbook for DUSO (Developing Understanding of Self and Others, K-2). ED 208 092
- Sex Stereotyping Versus Perceived Value as the Mediator of Sex Differentiated Math Participation. ED 207 834
- What do Teachers Really Want? Sex-Role Stereotyping and the Elementary Classroom Teacher. ED 207 975
- Sexual Harassment**
- Sexual Harassment in the Federal Workplace: Is It a Problem? A Report of the U.S. Merit Systems Protection Board Office of Merit Systems Review and Studies. ED 206 960
- Sexuality**
- Cross-Gender and Cross-Generational Perceptions of Sexuality. ED 206 974
- Sexuality and Student Development: Sexual Anxiety As It Relates to Chickering's Vectors. ED 206 978
- You and Me and Human Sexuality: A Student Booklet Written for Deaf Adolescents. ED 206 941
- You and Me and Human Sexuality. Teacher's Manual. ED 206 940
- Shared Facilities**
- Together We Do More: Cost-Effectiveness Through Interinstitutional Cooperation. ED 207 373
- Shared Services**
- Joint Regional Depository for United States Public Documents: A Case Study in Nebraska. ED 207 543
- Together We Do More: Cost-Effectiveness Through Interinstitutional Cooperation. ED 207 373
- Shell Fishing**
- Preparation of Secondary and Post-Secondary Students for Entry-Level Employment in the Shell Fishing Industry. Final Report, July 1, 1980-June 30, 1981. ED 206 886
- Short Answer Tests**
- Comparison of Difficulties and Reliabilities of Math-Completion and Multiple-Choice Item Formats. ED 208 028
- Siblings**
- Sibling Death During Adolescence: Self Concept and Bereavement Reactions. ED 207 721//
- Signs**
- The "Roar of Chatter" in the Library at San Joaquin Delta College. Research Project. ED 207 556
- Simulation**
- Advanced Multiple Processor Configuration Study. Final Report. ED 207 552
- Complex Learning Processes. ED 208 017
- The Modification of Students' Attitudes Toward Disabled Persons. ED 207 287
- The Search and Screen Committee: A Simulation. Equity for Women in Higher Education Project. ED 207 418
- Singapore National Bibliography**
- The Retrospective Singapore National Bibliography: The Task Ahead. ED 207 485
- Singing**
- Course Syllabus for Grades 9-12, Music. Chorus (I-IV). ED 207 937
- Notes on Grammar: Singing in ESL with Songs for the Grammar Class. ED 207 336
- Single Sex Colleges**
- Bring Me Men and Women. Mandated Change at the U.S. Air Force Academy. ED 207 437//
- Skill Development**
- Assessing Re-Entry Women's Life Experience Learning. ED 206 970
- Assessment and Documentation of a Children's Computer Laboratory. AI Memo 460. ED 207 589
- Beginning Practicum Experiences: Anxiety and Its Consequences. ED 206 944
- The Development of Metaphoric Operations. Final Report. ED 207 079
- Identifying, Measuring, and Teaching Helping Skills. ED 207 372
- Photography To Enhance Aesthetic Skills. ED 207 506//
- Prevention Program Management. Participant Manual. ED 206 957
- Prevention Program Management. Trainer Manual. ED 206 956
- Principles and Practices for Championship Performances in Wheelchair Field Events. ED 207 309
- Rating Openness: A Training Manual. ED 206 943
- Staff Development: Developing a Top-Notch Staff in an Outdoor Wilderness Program Is Similar to Building an Orchestra. ED 207 747
- Training of Trainers: Participant Manual. ED 206 953
- Training of Trainers: Trainer Manual. ED 206 952
- Skilled Occupations**
- Nontraditional Resources Catalogue: Opening Trade Barriers. ED 206 985
- Skilled Workers**
- Training for Middle Level Skills. ED 206 912
- Slides**
- [Microfiche/Audiotape and Teeth. An Experimental Trial of New Technology: The Second Year.] ED 207 525
- Slow Scan Television**
- Cost-Effective Training Strategy at Field Level Strengthens Influence of Extension Agents in Community. ED 207 519
- Small Business Management**
- A Pilot Program to Provide Ownership Skills to Seniors in the Vocational Technical Schools and Other Educational Institutions. Year Three. Final Report. ED 206 935
- Small Claims Courts**
- The Small Claims Court: An Argumentative Instructional Alternative. ED 207 089
- Small Group Communication**
- Small Group Communication in the 1980's. ED 207 092
- Small Schools**
- Recommendations to Teacher Educators for Preparing Future Teachers for Careers in Rural Schools. ED 207 779
- Treatment of Rural Areas: Planning Guidance for Administrative, Legislative, and Regulatory Action for FY 1982-83. ED 207 769
- Social Adjustment**
- Generic Affective Teaching Competencies, and Personal Efficacy Needs of Hispanic Students in Public Schools. ED 207 291
- Home-School Discrepancies and the Puerto Rican Exceptional Child. ED 207 292
- Social Attitudes**
- Programs for Changing Attitudes: Social Distance and the Department of Public Instruction's Human Relations Program. ED 208 093
- A Study of Attitude Change in College Classes. ED 207 928
- What do Teachers Really Want? Sex-Role Stereotyping and the Elementary Classroom Teacher. ED 207 975
- Social Behavior**
- The International Directory of Child Development Research. ED 207 719
- Rape: The Role of Societal Norms and the Psychological Need for Control in the Attribution of Blame. ED 206 979
- "XYZ-PDQ!" The Terms and Effects of Children's Challenges. ED 207 681
- Social Change**
- Conjugal Succession and the American Kinship System. ED 207 671
- Crime and the Decline of Values. ED 207 876
- Education, Society and Politics in Sweden. Monograph No. 2. ED 207 877
- The Effect of Changing American Social Values on the Editorial Content, Style and Management of Newspapers. ED 207 051
- Higher Education for the 1980s. Challenges and Responses. Report of the Hiroshima International Seminar on Higher Education (2nd, Hiroshima, Japan, January 29-31, 1980). ED 207 399
- "Rural America: The Present Realities and Future Prospects." ED 206 918
- Social Characteristics**
- Les mecanismes psychologiques sous-jacents a l'apprentissage d'une langue seconde (The Psychological Mechanisms Related to the Learning of a Second Language). Publication B-99.

Subject Index

- Social Class**
Language, Class, and Cultural Implications on First and Second Language Acquisition: A Cross-Cultural Study of Cognitive Consequences. ED 207 337
- Social Cognition**
Children's Interpersonal Relationships: Play-ground Games and Social Cognitive Skills. Final Report. ED 207 360
Cross-Gender and Cross-Generational Perceptions of Sexuality. ED 207 697
The Search for Disconfirming Information in Memory-Based Person Judgments. ED 206 974
Self-Esteem and Professionalism. ED 206 975
- Social Development**
Children's Interpersonal Relationships: Play-ground Games and Social Cognitive Skills. Final Report. ED 207 697
Peer Relationship Development in Childhood. ED 207 668
- Social Environment**
Ecosocial Studies: A Strategy to Develop Global Perspectives and Relationships Among Nations and Between Humans and Their Natural/Social Environments. ED 207 816
Educational Administration: A Forty-Year Perspective. ED 207 225
Infants: Their Social Environments. ED 207 699//
- Social Experience**
Journalism History and Women's Experience: A Problem in Conceptual Change. ED 207 045
- Social History**
Case Studies of Social Services in the Schools of Selected Cities. Final Report. Revised. ED 208 082
- Social Influences**
Adolescent Suicide in the United States. ED 206 967
Children's Perceptions of the Sources of Self-Knowledge. ED 207 706
- Social Integration**
The Itinerary of the Concept "Equal Educational Opportunity". ED 208 097
- Social Isolation**
Rural Youth: Images from West Dorset. A Study of Young People in a Rural Area and the Extent of Youth Service Provision Afforded Them. ED 207 731
- Social Policy**
Children and Society: Issues for Pre-School Reforms. ED 207 679
- Social Problems**
Children and Society: Issues for Pre-School Reforms. ED 207 679
Developments in Aging: 1980. Part 1 and Part 2: Appendixes. Resolution Authorizing a Study of the Problems of the Aged and Aging. Conducted Pursuant to S. Res. 353. A Report of the Special Committee on Aging. United States Senate, Ninety-Seventh Congress, First Session. ED 206 996
A Portfolio of Energy Ideas: Social Studies. ED 207 859
Sexual Harassment in the Federal Workplace: Is It a Problem? A Report of the U.S. Merit Systems Protection Board Office of Merit Systems Review and Studies. ED 206 960
Social Problems Courses: A Set of Syllabi and Related Materials. ED 207 871

- Social Responsibility**
The Development and Analysis of a Test on "Responsibility" for High School Students. ED 208 000
Urbanization as a Context for a System of Functional News Beats. ED 207 053
- Social Science Research**
Ethnicity and Politics. IRSS Research Reports. ED 207 873
Policy Researcher as Sleuth: New Approaches to Integrating Qualitative and Quantitative Methods. ED 207 256
Strategies for Knowledge Use and School Improvement. Technical Appendices. Linking R&D with Schools. ED 207 259
- Social Sciences**
Educating for a New Millennium: Views of 132 International Scholars. ED 207 910
Qualitative Studies: Historiographical Antecedents. ED 207 893
Values, Inquiry, and Education. CSE Monograph Series in Evaluation, 9. ED 207 886
- Social Security Act Title XX**
Federal and State Actions Needed To Overcome Problems in Administering the Title XX Program. Report to the Congress by the Comptroller General of the United States. ED 207 177
- Social Services**
Case Studies of Social Services in the Schools of Selected Cities. Final Report. Revised. ED 208 082
Channeling a Community's Aging Resources. ED 206 991
Developments in Aging: 1980. Part 1 and Part 2: Appendixes. Resolution Authorizing a Study of the Problems of the Aged and Aging. Conducted Pursuant to S. Res. 353. A Report of the Special Committee on Aging. United States Senate, Ninety-Seventh Congress, First Session. ED 206 996
Federal and State Actions Needed To Overcome Problems in Administering the Title XX Program. Report to the Congress by the Comptroller General of the United States. ED 207 177
Leverage and Evaluation Effectiveness. ED 208 054
Social Adjustment Services: Program Components and Models of Social Adjustment Services for Refugees. ED 208 072
- Social Studies**
Censorship in Social Studies. ED 207 903
The Cloze and Maze as Measures of Comprehension of a Social Studies Text: A Preliminary Report. ED 207 889
A Co-operative Educational Program: The Presentation of Museum Artifact Kits in Community Elementary Schools. ED 207 534
Ecosocial Studies: A Strategy to Develop Global Perspectives and Relationships Among Nations and Between Humans and Their Natural/Social Environments. ED 207 816
Elementary Social Studies. Program Guide. ED 207 931
Experiential Education as a Teaching Strategy. ED 207 882
Feed, Need, Greed: Food Resources & Population. A High School Curriculum. ED 207 811
The Importance of Native American Studies in the Social Studies Curriculum. Occasional Paper #8. ED 207 878
La Experiencia Mexicana (The Mexican Experience). Volumes I and II. ED 207 766

Socioeconomic Influences

299

- Level of Economic Knowledge of Certain Groups of Teachers. ED 207 920
A Portfolio of Energy Ideas: Social Studies. ED 207 859
A Rationale for Social Studies Education in Michigan. ED 207 919
Teaching Students to be Proactive Change Agents in a Global Age: A New Direction for Preservice and Inservice Teacher Education. ED 207 952
- Social Support**
Children's Perception of Support Inventory. ED 207 723
- Social Values**
The Effect of Changing American Social Values on the Editorial Content, Style and Management of Newspapers. ED 207 051
Social Inquiry: Instructional Manual to Accompany MARK. ED 207 883
What do Teachers Really Want?: Sex-Role Stereotyping and the Elementary Classroom Teacher. ED 207 975
- Social Work**
Identifying, Measuring, and Teaching Helping Skills. ED 207 372
Some Measures of Evaluation and Effectiveness in Social Work Practice. ED 207 902
Teaching Social Work Research: Alternative Programs and Strategies. ED 207 367
- Social Workers**
Identifying, Measuring, and Teaching Helping Skills. ED 207 372
The Mexican American Culture Simulator for Child Welfare. Technical Report. ED 207 738
- Socialization**
The Dual-Profession Family and Children's Sex-Role Preferences. ED 207 722
Five "R's" for Middle School. Strategies for Teaching Affective Education in the Schools. ED 207 953
If You Don't Know What Women Are Like, Just Turn On Your Tube. ED 208 077
Peer Relationship Development in Childhood. ED 207 668
- Sociocultural Patterns**
Ethnography: A Research Tool for Policymakers in the Drug and Alcohol Fields. Symposium Papers. ED 206 983
Wanderings in Western Europe. Theatre for Young Audiences around the World: Aesthetic and Political Trends. ED 207 121
What People Will Need to Know in the 80s and Beyond to Be Intelligent Consumers and Effective Homemakers (Content for Consumer and Home-making Education). ED 206 825
- Socioeconomic Background**
Farm Income Recipients and Their Families: A Socioeconomic Profile. Rural Development Research Report No. 30. ED 207 755
- Socioeconomic Influences**
The Impact of Socioeconomic Development and Ecological Change on Health and Nutrition in Latin America. Cornell International Nutrition Monograph Series, Number 9 (1981). ED 207 712
Rural Youth: Images from West Dorset. A Study of Young People in a Rural Area and the Extent of Youth Service Provision Afforded Them. ED 207 731

Socioeconomic Status

The Contest for Educational Resources. A Dynamic Theory of Equity. Final Report.

ED 207 947

Factbook on Youth. Research on Youth Employment and Employability Development. Youth Knowledge Development Report 2.5.

ED 206 863

Occupational Aspirations of Talented Black Adolescent Females.

ED 206 976

The Role of Language Characteristics in the Socioeconomic Attainment Process of Hispanic Origin Men and Women.

ED 207 763

The Southern Aged: Race, Residence and Socioeconomic Conditions.

ED 207 922

The Triple Bias: Rural, Minority and Female.

ED 207 758

Sociolinguistics

Le français parle dans la ville de Québec: une étude sociolinguistique (The Spoken French in the City of Québec: A Sociolinguistic Study). Publication G-1.

ED 207 341

Sociology

Academic Disciplines and Debates: An Essay on Criminal Justice and Criminology as Professions in Higher Education.

ED 207 397

Adapting Sociology to the Changing Demands of General Education: The Use of Debate and Critical Analysis.

ED 207 907

Eighty-One Techniques for Teaching Sociological Concepts.

ED 207 872

The Future, Extraterrestrial Space Humanization and Sociology.

ED 207 909

Introductory Sociology Courses: A Set of Syllabi and Related Materials.

ED 207 870

Social Problems Courses: A Set of Syllabi and Related Materials.

ED 207 871

A Study of Attitude Change in College Classes.

ED 207 928

The White House Conference on the Family: Some Observations.

ED 207 908

South Carolina

A Handbook for Hearing Officers. Revised.

ED 207 293

Rankings of the Counties and School Districts of South Carolina, 1978-79. 1980 Edition.

ED 208 062

South Carolina Basic Skills Assessment Program

Report on the Implementation of the Basic Skills Assessment Program, 1979-80.

ED 208 066

Teaching and Testing Our Basic Skills Objectives. Pilot Edition.

ED 208 067

South Carolina Department of Education

State Objectives: Reading, Writing, and Mathematics, Grades K-12. Basic Skills Assessment Program.

ED 208 065

Space Colonization

The Future, Extraterrestrial Space Humanization and Sociology.

ED 207 909

Space Exploration

The Future, Extraterrestrial Space Humanization and Sociology.

ED 207 909

Space Utilization

Inventory of Physical Facilities of Ontario Universities, 1980-81.

ED 207 438

Spanish

Introduction to Spanish: Colors, Numbers, and Body/Clothing.

ED 207 343

Spanish Speaking

Accounting for Spanish-Speaking Students (Teacher's Manual).

ED 206 853

Basic Concepts and Techniques in Accounting for Spanish Speaking Students (Student's Manual).

ED 206 852

Exercises in Cross-Cultural Communication for Teachers of English to Spanish Speakers. Handout Series.

ED 208 071

Individualized Bilingual Instruction for Migrants.

ED 207 760

The Spanish Speaking and Library Services: A Systematic Review and Analysis.

ED 207 753

Spatial Ability

Early Cognitive Functioning: Sex and Race Differences.

ED 207 707

The Effects of a Networking Information Processing Strategy on the Learning of Field-Dependents When Receiving Visual Instructional Information.

ED 207 493//

Photography To Enhance Aesthetic Skills.

ED 207 506//

Sex Differences in Cognition: Exploring Alternative Explanations. Symposium Papers.

ED 206 947

The Use of Manipulatives and Their Effect on the Development of Spatial Conceptualizations.

ED 207 860

Special Degree Programs

A Competency-Based Clinical Chemistry Course for the Associate Degree Medical Laboratory Technician Graduate in a Medical Technology Baccalaureate Program.

ED 207 432

Special Education

Citizen Guide to Quality Education.

ED 207 201

A Comparison of Federal, State and Local Policies Affecting Education of Handicapped Children in Montgomery County Public Schools.

ED 208 045

Days of Reckoning-Days of Opportunity: The 1981 Statesmen's Roundtable.

ED 207 317

Development of Procedures for Assessing the Impact of Vocational Education Research and Development on Vocational Education (Project IMPACT). Volume 3-A Case Study of the Illinois Network of Exemplary Occupational Education Programs for Handicapped and Disadvantaged Students.

ED 206 812

Research on Special Education in New Zealand.

ED 207 295

Resources for Schools: 17. A Handbook for Planning and Organizing Advisory Councils for Special Education.

ED 207 274

School Finance Reform and Special Education.

ED 207 165

Secondary Special Education Programs: A Procedures Manual.

ED 206 800

A Summary of Descriptive Information. The State Director of Special Education.

ED 207 289

Vocational/Special Needs Support Services Pilot Project. Final Report, January 5, 1981-June 30, 1981.

ED 206 904

Special Education Teachers

The Preparation of Schools to Meet the Physical Education Requirements of P.L. 94-142.

ED 207 960

Special Needs Students

Needs Assessment Samples. Technical Assistance and Dissemination System: Illinois Special Needs Populations.

ED 206 838

Special Programs

The Minority/Majority Experiences Study, 1978-79: Gifted and Talented Services.

ED 208 044

Specialization

Doctorate Recipients from United States Universities. Summary Report 1980.

ED 207 386

A Heuristic Model of Criminology and Criminal Justice.

ED 207 393

Speech Arts

Problemes en enseignement fonctionnel des langues (Problems in the Functional Teaching of Languages). Publication B-103.

ED 207 333

Speech Communication

Developing an Introductory Speech Course Based on Student and Community Needs.

ED 207 101

Doing Communication in the "Real World": Strategies for Teaching Non-Traditional Students.

ED 207 112

Elder Theatre: Positive Image of Aging and Forum for Intergenerational Communication.

ED 207 120

For the Primacy of Speech Communication in Organizational Communication.

ED 207 104

Language, Speech and Print.

ED 207 011

The Ontogeny of Communication.

ED 207 091

Oral Language All Day: A Resource Guide for Effective Communication.

ED 207 780

The Problem of Interfacing the Academic and Business Worlds: Internship Programs in Communication.

ED 207 113

The Small Claims Court: An Argumentative Instructional Alternative.

ED 207 089

A Survey of In-Service Teacher Training Programs for Graduate Teaching Assistants in Basic Communication Courses.

ED 207 106

Teaching Organizational Communication: Course and Program Considerations.

ED 207 108

"XYZ-PDQ!" The Terms and Effects of Children's Challenges.

ED 207 681

Speech Curriculum

Developing an Introductory Speech Course Based on Student and Community Needs.

ED 207 101

The Small Claims Court: An Argumentative Instructional Alternative.

ED 207 089

Teaching Organizational Communication: Course and Program Considerations.

ED 207 108

Speech Habits

Une analyse phonologique d'une parler acadien de la Nouvelle-Ecosse, Canada. Region de la Baie Sainte-Marie (A Phonological Analysis of Acadian Speech in Nova Scotia, Canada. The Baie Sainte-Marie Region).

ED 207 361

Speech Skills

Assessment of College-Level Speaking and Listening Skills.

ED 208 032

Discourse Factors in the Evaluation of Language Ability.

ED 207 340

Oral Language All Day: A Resource Guide for Effective Communication.

ED 207 780

Speeches

Hale Boggs on J. Edgar Hoover: Rhetorical Choice and Political Denunciation.

ED 207 098

Speed Reading

How to Read Faster and Better. The Evelyn Wood Reading Dynamics Program. How to Get Everything You Want from Anything You Read as Fast as You Can Think.

ED 207 017//

Spelling

Cognitive Processes in Spelling and Their Relevance to Spelling Reform.

ED 207 084

Instrument Development for Informal Diagnosis of Hebrew as a Second Language Spelling Miscues.

ED 207 326

Spelling Instruction

Cognitive Processes in Spelling and Their Relevance to Spelling Reform.

ED 207 084

Spouses

An Intergenerational Study of the Psychosocial Atmosphere in the Families of Married Couples.

ED 206 973

SRA Achievement Series

Comparison of Pretest and Reanalysis Results of an Item Bias Study.

ED 208 036

Staff Development

Evaluation of the Training Development Program.

ED 206 802

Expanding Career Options: A Model Sex Equity Program. Trainer Manual.

ED 206 950

Library Continuing Education in South Central Pennsylvania: The SPACE Council Needs Assessment.

ED 207 607

Measuring Degree of Implementation of Bilingual Education Programs: Implications for Staff Development and Program Evaluation. Bilingual Education Paper Series, Vol. 4 No. 5.

ED 207 993

Outreach, Information and Referral: Program Components and Models of Outreach, Information and Referral Services for Refugees.

ED 208 099

The QUEST Concept: A Handbook on Planning and Implementation.

ED 207 945

A Resource Manual for Designing Training Programs.

ED 207 400

Special Community Service and Continuing Education Program. Training Development Program (TDP). Final Report, FY '80 and 90-Day Extension.

ED 206 803

Staff Development and Curriculum Change: What's Good for Teachers is Good for Schools. (Draft).

ED 207 255

Staff Development: Developing a Top-Notch Staff in an Outdoor Wilderness Program Is Similar to Building an Orchestra.

ED 207 747

Staff Development: The Key to Successful Desegregation/Integration Implementation.

ED 207 156

Staff Orientation

Refugee Orientation: Program Components and Models of Orientation for Refugees, Sponsors and Service Providers.

ED 208 074

Staffing Ratio

School Staffing Ratios, 1979-80. ERS Report.

ED 207 203//

Standardized Assessment System

The Standardized Assessment System for Youth Demonstration Projects. Knowledge Development Framework. Youth Knowledge Development Report 1.6.

ED 206 862

Standardized Tests

Accountability Testing Handbook.

ED 208 061

Annual Test Report, 1979-80.

ED 208 053

Citizen Guide to Quality Education.

ED 207 201

The Consistency of Title I Evaluation Results for Commonly Used Test Batteries.

ED 208 035

Test Validity and National Educational Assessment: A Conception, a Method, and an Example.

ED 208 005

Standards

Preparing Young People for the Work-Force: The Place of Literacy and Numeracy. Discussion Paper No. 8.

ED 206 908

State Action

Postsecondary Education in Indiana. A Summary Report with Recommendations. Part Four of a Four-Part Study. Manpower Report 81-3.

ED 207 448

State Agencies

Coping With Curricular Change in Academe. The AIR Professional File No.9, Spring 1981.

ED 207 436

A Glossary of Terms, Acronyms, and Abbreviations Used in the Department of Health and Social Services.

ED 207 571

A Summary of Descriptive Information. The State Director of Special Education.

ED 207 289

State Aid

Financing Community Colleges, 1981.

ED 207 631

Reformation and Counter-Reformation in Illinois School Finance: 1973-1981.

ED 207 214

Study of Student Housing Needs and Availability in Public Institutions of Higher Education.

ED 207 388

State Boards of Education

Quality Education in South Carolina's Public Schools; State Roles and Citizen Control. A Report on Seven Public Forums.

ED 207 179

State Capacity Building Program

Dissemination Capacity Building Project. Final Report.

ED 207 559

Illinois Capacity Building Project. Final Report.

ED 207 561

PROJECT DAIRE (Delaware Application of Information and Research in Education). Final Report. FY 76-80. Revised.

ED 207 604

State Colleges

The Corporate Authority of Governing Boards of Colleges and Universities at the Turn of the Century: A Review of Statutes and Court Decisions.

ED 207 457

From a Normal Beginning: The Origins of Kean College of New Jersey.

ED 207 441//

3,270 Postsecondary Institutions Accredited in 1980-81.

ED 207 425

State Departments of Education

Linkages Between a State Bureau of Evaluation and the Professional Field.

ED 208 002

State Government

Political Discovery Resource Book.

ED 207 892

State Legislation

Changing Certification and Endorsement Programs.

ED 207 193

A Comparison of Federal, State and Local Policies Affecting Education of Handicapped Children in Montgomery County Public Schools.

ED 208 045

Laws Applicable to Standard I of the Experimental Revised Standards for Accreditation.

ED 207 981

School Finance Reform in the States: 1981.

ED 207 132

State Libraries

An Overview of Library Networking in Virginia.

ED 207 566

State of the Art Reviews

Teaching Nutrition: A Review of Programs and Research.

ED 207 840

State Programs

Achievement in Basic Skills Improvement, 1981.

ED 208 050

Evaluation of Vocational Education Programs Serving Limited English Proficiency Students. An Analysis of the Illinois Three Phase System.

ED 206 855

Evaluation of Vocational Education Programs Serving Limited English Proficiency Students. An Analysis of the Illinois Three Phase System. Executive Summary.

ED 206 856

Federal and State Actions Needed To Overcome Problems in Administering the Title XX Program. Report to the Congress by the Comptroller General of the United States.

ED 207 177

On-Site Evaluation in Illinois.

ED 208 055

A Plan for Sex Equity in Postsecondary Vocational Programs, State of Hawaii.

ED 206 881

Regents Examinations and Competency Tests: School Administrator's Manual. 1981 Edition.

ED 208 058

Report on the Implementation of the Basic Skills Assessment Program, 1979-80.

ED 208 066

Selected Characteristics of Massachusetts School Districts' Basic Skills Improvement Plans.

ED 208 004

Title I in Ohio, Fiscal 1980. Fifteenth Annual Evaluation, Title I, Elementary and Secondary Education Act.

ED 207 025

1981 Local Option Testing Manual. Wisconsin Pupil Assessment Program.

ED 207 988

State School District Relationship

Quality Education in South Carolina's Public Schools; State Roles and Citizen Control. A Report on Seven Public Forums.

ED 207 179

Reservation School Districts. Report of the Annual Indian Town Hall (6th, White Mountain Apache Reservation, Arizona, December 6-7, 1978).

ED 207 728

Selected Characteristics of Massachusetts School Districts' Basic Skills Improvement Plans.

ED 208 004

The State Role in Education Policy Innovation.

ED 207 160

State Standards

An Analysis of Scores on the Common Examinations of the National Teacher Examinations of Candidates for Certification in Louisiana.

ED 207 997

Certification Standards for Professional School Personnel. Revised July 1, 1981.

ED 207 977

Hearing Officer Handbook.

ED 207 282

Laws Applicable to Standard I of the Experimental Revised Standards for Accreditation.

ED 207 981

A Manual of Procedures for Approving Illinois Teacher Education Institutions and Programs. Revised Edition, 1980.

ED 207 980

Minimum Requirements for State Certificates. Revised August 1, 1980.

ED 207 979

Ramifications of the Minimum Competency Movement for Special Education.

ED 207 234

School Facilities Development Procedures Manual.

ED 207 182

State Approved Teacher Education Programs in New Jersey Colleges and Universities.

ED 207 986

Survey of States Requiring Foreign Languages for State School Accreditation.

ED 207 327

State Surveys

Communication Practices in the Educational Environment in the United States.

ED 207 102

- New Mexico Dropout Study, 1976-1977.
ED 207 737
- New Mexico Dropout Study, 1977-78 and 1978-79.
ED 207 775
- New Mexico Dropout Study, 1979-80.
ED 207 776
- Rural School Survey on English Teaching in Illinois, 1980.
ED 207 044
- A Survey of Teacher Supply and Demand Data Collection Systems in NASDTEC Central Region States.
ED 207 942
- State Universities**
- Better Accountability Needed at the Medical University of South Carolina. Report by the Comptroller General of the United States.
ED 207 377
- Second Annual Academic and Financial Study of Teacher Education Programs in Senior State Universities and Land-Grant Colleges. 1978-1979.
ED 207 946
- Study of Student Housing Needs and Availability in Public Institutions of Higher Education.
ED 207 388
- State University of Leiden (Netherlands)**
- Final Report of the Computer Assisted Learning Test Project. Report No. 19.
ED 207 486
- State University of New York Coll at Buffalo**
- Everything You Wanted to Know About Handicapped Students (And Were Not Afraid to Ask).
ED 207 382
- Statewide Planning**
- Maryland Plan for Libraries, 1981-1986.
ED 207 563
- Planning Resource.
ED 207 653
- Preparing Regular Educators for New Responsibilities in Educating Handicapped Children. A Guide to Implementation Strategies for Policymakers.
ED 207 959
- Study of Student Housing Needs and Availability in Public Institutions of Higher Education.
ED 207 388
- Statistical Analysis**
- Fuller Employment with Less Inflation.
ED 206 850
- Issues in Testing for Competency.
ED 208 001
- Statistical Aspects of Effect Size Estimation.
ED 208 024
- Using an Interactive Computer System to Teach Statistical Methods in Education.
ED 207 594
- Statistical Data**
- Using 1980 Census Data for Local-Level Advocacy: An Introduction for Nontechnical Readers.
ED 207 899
- Statistical Significance**
- Assessing Developmental Hypotheses with Cross Classified Data: Log Linear Models.
ED 208 030
- Stereotypes**
- Persecutors, Victims and Rescuers in Harlequin Romances.
ED 207 086
- Stopouts**
- Follow-Up of Students Who Stopped Out, 1974-1978. Volume 11, Number 14.
ED 207 667
- Stress Variables**
- Acculturative Stress among Asian, American and Polynesian Students on the Brigham Young University-Hawaii Campus.
ED 208 076
- [Dealing with Teacher Stress and Burnout.]
ED 207 145
- How to Deal with Teacher Stress and Burnout.
ED 207 144
- The Recognition and Management of Burn-Out.
ED 207 744
- Sexuality and Student Development: Sexual Anxiety As It Relates to Chickering's Vectors.
ED 206 978
- Women At Work and At Home: Implications for Depression and Mental Health.
ED 206 982
- Women Entering Traditionally Male Professions: Achievement-Related Variables and Stress.
ED 206 977
- Structural Analysis (Linguistics)**
- Language Analysis: Critical Reading and Writing-What's the Connection?
ED 207 081
- Syntactic Maturity and Grading: A Correlational Study.
ED 207 071
- Structural Planning and Debugging Editor**
- Overview of a Linguistic Theory of Design. AI Memo 383A.
ED 207 579
- Structure of Intellect**
- Final Report of Project S.I.D. (Strength in Differences), July 1, 1980-June 30, 1981.
ED 206 891
- Structured Planning and Debugging Editor**
- PAZATN: A Linguistic Approach to Automatic Analysis of Elementary Programming Protocols. AI Memo 388.
ED 207 584
- SPADE: A Grammar Based Editor for Planning and Debugging Programs. AI Memo 386.
ED 207 582
- Structured Planning and Debugging: A Linguistic Theory of Design. AI Memo 387.
ED 207 583
- Student Accountability Model (California)**
- Student Accountability Model (SAM) Operations Manual.
ED 207 644
- Student Activity Directors**
- A Resource Manual for Designing Training Programs.
ED 207 400
- Student Adjustment**
- The Adjustment of Native American Students to Public Schools in the East San Francisco Bay Area.
ED 207 729
- Heroin-Addicted Parents and Their Children. Two Reports. Services Research Report.
ED 206 988
- Nontraditional, Female, Commuter Students: Coping with College.
ED 207 450
- Orientations and Transitions: A Survey of Kindergarten and Primary Programs in Greater Victoria School District No. 61.
ED 207 676
- Predicting Social Competence: The Validity of the PIPS.
ED 207 718
- Reflections on the Education of Native American Children, Focusing on Navajo Children.
ED 207 751
- Sexuality and Student Development: Sexual Anxiety As It Relates to Chickering's Vectors.
ED 206 978
- Survey of Immigrant and Refugee Students at the University of California, Berkeley.
ED 207 433
- Student Alienation**
- Some Perspectives on the Problems of Alienated Youth.
ED 207 286
- Taking the Radical Risk: Diary of a San Francisco State Professor.
ED 207 447
- Student Attitudes**
- Alternative Teacher Education Programs: Their Effect on Selected Students' Attitudes.
ED 207 961
- The American Freshman: National Norms for Fall 1980.
ED 207 404
- An Analysis of Student Choices in Medical Ethical Dilemmas.
ED 207 912
- An Assessment and Analysis of Selected Learning Modes Preferred by Students. Learning Theory and Applications.
ED 207 407
- Differences Between Women Who Choose Traditional and Non-Traditional Careers.
ED 206 832
- Evaluation of ADVANCE: A Nontraditional Adult Diploma Program.
ED 206 807
- Follow-Up Study of 1979 Harper Transfer Alumni. Volume 11, Number 9.
ED 207 663
- Grade 10 Student Attitudes Toward Desegregation, 1979 Survey.
ED 208 120
- Grade 7 Student Attitudes Toward Desegregation, 1979 Survey.
ED 208 119
- Highlights from Student Drug Use in America 1975-1980.
ED 206 958
- High School for the Creative and Performing Arts: Student Attitudes and Perceptions. Report 8051.
ED 208 049
- Mathematics Self-Efficacy and the Consideration of Math-Related Majors: A Preliminary Path Model.
ED 207 847
- The Modification of Students' Attitudes Toward Disabled Persons.
ED 207 287
- A Profile of 1980 Entering Freshmen at the University of Maryland, College Park. Research Report No. 2-81.
ED 207 464
- Programs for Changing Attitudes: Social Distance and the Department of Public Instruction's Human Relations Program.
ED 208 093
- A Psycholinguistic Descriptive Analysis of Six Selected Secondary IV Students' Perceptions of the Reading and Writing Processes and Their Language Performance: Case Studies of Above Average, Average and Poor Readers.
ED 207 002
- Sex Stereotyping Versus Perceived Value as the Mediator of Sex Differentiated Math Participation.
ED 207 834
- Study of Aspirations, Attitudes and Motivational Structure of Adolescent Girl Students of Iraq for Out-of-Home Jobs.
ED 207 748
- A Study of Attitude Change in College Classes.
ED 207 928
- Survey of High School Seniors and Their Parents in Harper's District. Volume 11, Number 1.
ED 207 661
- Survey of Telephone Registrants Fall 1979. Volume 10, Number 13.
ED 207 658
- Title IV-A/Johnson O'Malley Indian Education Program. Final Evaluation Report, 1980-81. Research Services Report 33-07-81/82-003.
ED 207 771
- Views of Students and Parents Regarding Important Discipline Problems, Influences, and Corrective Actions: A Follow-up Study.
ED 207 150
- 1980 Nutrition Report. IIEP. Illinois Inventory of Educational Progress.
ED 207 933
- Student Attrition**
- Study of Students Who Withdrew from Courses during the Fall of 1980. Volume 10, Number 12.
ED 207 657
- Student Behavior**
- The Attorney General's Proposed Voluntary Student Code of Conduct.
ED 207 128
- An Examination of Achievement Related Behavior of High and Low Achieving Inner City Pupils.
ED 208 089
- Highlights from Student Drug Use in America 1975-1980.
ED 206 958

Subject Index

Multilevel Analyses of Teacher-Student Relationships in Junior High Classrooms.

ED 208 041

Product Evaluation of the Uniform Code of Student Conduct Component of the Detroit Desegregation Court Order.

ED 208 115

Student Responses to Seatwork: Implications for the Study of Students' Cognitive Processing.

ED 207 709

1980 Culture Shock: Evolving Ethnographic Procedures to Study Adult Learning-To-Read Behaviors.

ED 207 007

Student Centered Curriculum

An Alternative Feedback/Evaluation Model for Outdoor Wilderness Programs.

ED 207 745

Student Characteristics

Absence from School: Patterns and Effects.

ED 207 192

The American Freshman: National Norms for Fall 1980.

ED 207 404

An Analysis of the Relationships of Academic Success and Selected Achievement/Attitude Tests.

ED 207 636

Assessing Student Characteristics in Admissions to Higher Education. A Review of Procedures. Research Monograph Number 9.

ED 207 446

A Comparison of the Effectiveness of Student Teachers Who Have Had Extensive Early Field Experience With Those Who Have Not.

ED 207 943

Conservation Reasoning Ability and Performance on BSCS Blue Version Examinations.

ED 207 820

Doctorate Recipients from United States Universities. Summary Report 1980.

ED 207 386

Follow-Up Study of 1979 Harper Transfer Alumni. Volume 11, Number 9.

ED 207 663

Interaction of Learner Control and Student Aptitudes.

ED 208 011

Personality Characteristics and Learning Style Preferences of Allied Health Students.

ED 207 954

A Profile of 1980 Entering Freshmen at the University of Maryland, College Park. Research Report No. 2-81.

ED 207 464

The Progressive Construction of Mind: One Child's Learning-Addition. Artificial Intelligence Memo No. 586.

ED 207 803

Putting Learning to Work: A Profile of Students in North Carolina Community Colleges, Technical Institutes, and Technical Colleges. A Technical Report.

ED 207 624

Student Age and Ethnic Background, Fall 1979-80 and Fall 1972-73, Minority Group Enrollment Statistics, [and] Student Age Distributions, Fall 1980-81. Analytical Studies Research Reports, 80-4, 80-5, [and] 81-2.

ED 207 621

Student Characteristics as Compared to the Community Profile, 1980-1981. Volume 11, Number 13.

ED 207 666

Student Types: Male and Female Changes Over a Decade. Research Report No. 14-80.

ED 207 461

A Study of Admissions Criteria and Its Relationship to Achievement in Connecticut Regional Vocational Technical Schools.

ED 206 934

Transfer and Occupational Student Enrollment, Fall 1980-81. Analytical Studies Research Report 81-8.

ED 207 634

Student College Relationship

Assessing Student Characteristics in Admissions to Higher Education. A Review of Procedures. Research Monograph Number 9.

ED 207 446

Case Studies in Higher Education Ministries.

ED 207 387

The Predominantly Black College: An Exploration of Its Role and Function.

ED 207 409

Student Life and the Task of Counseling in Colleges and Universities in the 1980s. Research Report No. 17-80.

ED 207 463

Taking the Radical Risk: Diary of a San Francisco State Professor.

ED 207 447

Student Developed Materials

Extending a Powerful Idea. Artificial Intelligence Memo No. 590.

ED 207 804

Student Development

An Alternative Feedback/Evaluation Model for Outdoor Wilderness Programs.

ED 207 745

Humanistic Literacy and the Community College Student.

ED 207 630

Making Local School Development Work.

ED 208 098

Self-Esteem and Academic Behavior Among Elementary School Children.

ED 206 995

What Is Student Development? Horizons Issue Monograph Series.

ED 207 619

Student Educational Objectives

The Student-Selection Process: A Model of Student Courses in Higher Education.

ED 207 402

Survey of High School Seniors and Their Parents in Harper's District. Volume 11, Number 1.

ED 207 661

Student Evaluation

The Assessment Process in Recreation with Severely and Profoundly Retarded Populations.

ED 207 300

A Comparison of the Effectiveness of Student Teachers Who Have Had Extensive Early Field Experience With Those Who Have Not.

ED 207 943

Computer-Based Instruction in Early Childhood Education at the University of Georgia: A Proposed Innovation.

ED 207 702

HOSA Competitive Event Guidelines. Health Occupations Students of America. Students with Special Needs.

ED 206 894

Identification, Assessment, and Placement of Limited English Proficiency Students in Vocational Education. A Study of Current Practices in Illinois.

ED 206 854

Student Exchange Programs

China Bound: A Handbook for American Students, Researchers and Teachers.

ED 207 887

Pupil Exchange in the European Community Venice Colloquium (October 24-28, 1977). Collection Studies. Education Series No. 5.

ED 207 900//

Student Experience

Alumni Attitudes: Men and Women's Descriptions of Their College Experience, Present Work, and Present Recreational Activities.

ED 207 422

Student Financial Aid

The Effect of Proposed Reagan Administration Cuts on University of Delaware Financial Aid Programs. Special Report.

ED 207 380

Graduate Student Incomes in Ontario, 1979-80.

ED 207 444

H.R. 1400-The Veterans' Educational Assistance Act of 1981. Hearings before the Subcommittee on Education, Training and Employment of the Committee on Veterans' Affairs, House of Representatives, Ninety-Seventh Congress, First Session (March 17, 19, 1981). Vol. I.

ED 206 847

H.R. 1400-Veterans Educational Assistance Act of 1981. Hearings before the Subcommittee on Education, Training and Employment of the Committee on Veterans' Affairs, House of Repre-

ED 207 977

Student Projects

303

sentatives, Ninety-Seventh Congress, First Session (Norfolk, Virginia, April 6, 1981). Vol. III.

ED 206 848

Program Review: Administrative Units and Service Units, COPE Study 1979-80.

ED 207 381

Veterans Educational Assistance Program (GI Bill).

ED 207 408

Student Financial Aid Officers

Program Review: Administrative Units and Service Units, COPE Study 1979-80.

ED 207 381

Student Motivation

Field Test Results of a Workbook Approach to Improving the Self-Concepts and Motivation Levels of Vocational Students.

ED 206 914

Motivating the Mexican-American Student Towards Higher Education.

ED 207 739

Promoting Voluntary Reading for Children and Young People: Guidelines for Teacher-Training Courses.

ED 207 035

Study of Aspirations, Attitudes and Motivational Structure of Adolescent Girl Students of Iraq for Out-of-Home Jobs.

ED 207 748

A Test of a Structural Model of Student Background and Motivation Variables Influencing Student Test Performance.

ED 208 026

Student Needs

Everything You Wanted to Know About Handicapped Students (And Were Not Afraid to Ask).

ED 207 382

Interpersonal Needs of Remedial Readers.

ED 207 031

The Specific Vocabulary Needs of Academic Disciplines.

ED 207 000

Student Organizations

A Resource Manual for Designing Training Programs.

ED 207 400

Student Personnel Services

Nontraditional, Female, Commuter Students: Coping with College.

ED 207 450

Student Life and the Task of Counseling in Colleges and Universities in the 1980s. Research Report No. 17-80.

ED 207 463

Student Personnel Workers

An Evaluation of a Staff Development Exercise at the 1980 American College Personnel Association Convention. Research Report No. 15-80.

ED 207 462

Student Placement

The Basic Skills Effort at the City University of New York.

ED 207 072

Identification, Assessment, and Placement of Limited English Proficiency Students in Vocational Education. A Study of Current Practices in Illinois.

ED 206 854

Making Experience Count in Vocational Education. A Guide to Help Vocational Educators Identify and Provide Recognition to Adult Women Who Have Vocationally-Relevant Life Experience Learning.

ED 206 876

On False-Positive and False-Negative Decisions with a Mastery Test.

ED 208 022

Student Problems

The Evolution of a Community Drug Abuse Program: Families Have a Critical Role.

ED 206 942

Student Projects

A Manual of Mosquito Control Projects and Committee Assignments for 4-H and Scouts Biology Class Projects, Organized Community Service Programs, and Individuals Interested in Environmental Management.

ED 207 977

Student Promotion

Failure Syndrome: Stress Factor for Middle School Children.

ED 207 680

Orientations and Transitions: A Survey of Kindergarten and Primary Programs in Greater Victoria School District No. 61.

ED 207 676

Retain or Promote? Research Action Brief. Number 16.

ED 207 125

Student Reaction

Affective Responses to the Literary and Cinematic Elements in an Educational Film: A Descriptive Investigation.

ED 207 511//

Student Recruitment

Final Report of Project CHOICE: A Center for Helping Organizations Improve Choice in Education.

ED 207 471

Hispanic Vocational Exploration Project. Final Report.

ED 206 936

Prince George's Community College Marketing Plan, 1981-1982.

ED 207 625

Student Recruitment & Retention.

ED 207 620

The Student-Selection Process: A Model of Student Courses in Higher Education.

ED 207 402

Why They Didn't Apply.

ED 207 403

Student Responsibility

Student Rights and Responsibilities. Derechos y Responsabilidades de Estudiantes.

ED 207 740

Student Rights

Censorship in Public Schools.

ED 207 118

Student Rights and Responsibilities. Derechos y Responsabilidades de Estudiantes.

ED 207 740

Student Science Training Program

Student Science Training Program in Mathematics, Physics and Computer Science. Final Report to the National Science Foundation. Artificial Intelligence Memo No. 393.

ED 207 808

Student Teacher Ratio

Five to One Student Teaching Experience.

ED 207 974

School Staffing Ratios, 1979-80. ERS Report.

ED 207 203//

Student Teacher Relationship

Developing a Strategy for Minimizing Underachievement Through Teacher Classroom Behavior.

ED 207 725

Five "R's" for Middle School. Strategies for Teaching Affective Education in the Schools.

ED 207 953

The Impact of Discrepant Verbal-Nonverbal Messages in the Teacher-Student Interaction.

ED 207 123

The Stratification of Socialization Processes: A View from the Classroom.

ED 207 874

Student Responses to Seatwork: Implications for the Study of Students' Cognitive Processing.

ED 207 709

The Teaching and Learning Process (with Emphasis on Identification). Analysis and Action Series.

ED 207 968

Teaching Assistants' Perceptions of Formal and Informal Communications with Students.

ED 207 107

Student Teachers

Assessments of Performance in Teaching Field Study Instrument.

ED 207 990

A Comparison of the Effectiveness of Student Teachers Who Have Had Extensive Early Field Experience With Those Who Have Not.

ED 207 943

Student Teaching

Five to One Student Teaching Experience.

ED 207 974

Student Unions

A Resource Manual for Designing Training Programs.

ED 207 400

Student Writing Models

Producing Classroom Authors: Grades K-6.

ED 207 085

Students

School Outcomes of Chronically Ill Children and Their Siblings: A Multivariate Approach.

ED 207 163

Study

Note-Making with T-Notes.

ED 207 008

Study Abroad

The American Acquisition of Linguistic and Mass Communication Skills in the Spanish Ambiance.

ED 207 334

China Bound: A Handbook for American Students, Researchers and Teachers.

ED 207 887

Pupil Exchange in the European Community Venice Colloquium (October 24-28, 1977). Collection Studies. Education Series No. 5.

ED 207 900//

Study Guides

Algebraic and Trigonometric Equations With Applications. A Study Guide of the Science and Engineering Technician Curriculum.

ED 207 787

Analog and Digital Electronics. A Study Guide of the Science and Engineering Technician Curriculum.

ED 207 788

Chemical Science and Technology I. A Study Guide of the Science and Engineering Technician Curriculum.

ED 207 789

Chemical Science and Technology II. A Study Guide of the Science and Engineering Technician Curriculum.

ED 207 790

Electronic Components, Transducers, and Basic Circuits. A Study Guide of the Science and Engineering Technician Curriculum.

ED 207 791

Study Habits

Understanding How Students Learn—Outcome and Approach.

ED 208 015

Study Skills

Note-Making with T-Notes.

ED 207 008

Strategies for Language Expansion: A College Reading Program.

ED 207 034

Success

The Differential Effects of Frustration and Success Upon Competitive and Cooperative Behavior.

ED 206 969

Effective Teacher Training and Urban School Improvement.

ED 207 949

Examining Management Success Potential.

ED 207 239

Suicide

Adolescent Suicide in the United States.

ED 206 967

Summative Evaluation

Analytical Case Study of the Korean Educational Development Institute. Final Report.

ED 207 976

Report of Summer, 1980 Workshop. Roosevelt University/Chicago Board of Education Teacher Corps Project.

ED 207 955

Summer Programs

Evaluation Designs for Title I Summer Programs.

ED 208 088

Summer College for Kids 1980. Session I: June 16 through July 3. Session II: July 7 through July 24.

ED 207 618

Summer School: A New Look. Fastback 158.

ED 207 127

Updating and Upgrading Occupational Instructors: A Process Handbook.

ED 206 831

Wisconsin Summer Library Program Manual, 1981. Merlin's Mid-Summer Magic.

ED 207 569

Summer Schools

Summer School: A New Look. Fastback 158.

ED 207 127

Sunshine Laws

Closed (Executive) Sessions: How to Use & Present Them to the Public.

ED 207 141

Superintendents

Educational Administration: A Forty-Year Perspective.

ED 207 225

Effective Superintendent Evaluation—It's Not That Difficult.

ED 207 139

Roles, Competencies and Leadership Qualities of Administrators and Supervisors: An Annotated Bibliography.

ED 207 246

Superintendent's Contracts—What Should They Say? The School Attorney's Point of View.

ED 207 137

There's More to the Evaluation of a Superintendent than Meets the Eye.

ED 207 138

What Should Your Board Expect from Its Professional Staff?

ED 207 143

Supervision

Supervision: A Comprehensive Model.

ED 207 941

Supervisors

Roles, Competencies and Leadership Qualities of Administrators and Supervisors: An Annotated Bibliography.

ED 207 246

Supervisory Methods

Leadership is Everybody's Business: Insights Into Sport Situations.

ED 207 964

Supervision: A Comprehensive Model.

ED 207 941

Supervisory Training

Theory Into Practice: Implementing Educational Programs.

ED 207 204

Supplementary Reading Materials

A Treasure Chest: Stories and Surprises.

ED 207 782

Support Services

Enhancing Traditional and Innovative Rural Support Services.

ED 206 924

Support Systems

Internal Support Structures for the Development of Autonomous Schools. Research on Concerns-Based Adoption.

ED 207 175

Special Report on the Training and Support of Educational Linking Agents. Linking R&D with Schools.

ED 207 252

Supported Work Programs

Enhanced Work Projects—The Supported Work Approach for Youth. Youth Work Experience. Youth Knowledge Development Report 7.3.

ED 206 869

Survey of Income and Education

The Labor Market Experience of 14-21-Year-Olds. Research on Youth Employment and Employability Development. Youth Knowledge Development Report 2.6.

ED 206 864

Surveys

Examining the Effects of Incentives on the Return Rates of Mailed Surveys.

ED 208 037

Subject Index

- Priorities for Research in Science Education: A Survey. ED 207 855
- Survey of States Requiring Foreign Languages for State School Accreditation. ED 207 327
- Survival Education**
- New Hampshire Lost Person Study, 1974-1979. ED 207 750
- You Alone in the North Woods: The Lost Hunter's Guide. ED 207 749
- Sweden**
- Education, Society and Politics in Sweden. Monograph No. 2. ED 207 877
- Six Reports on Free Writing: A Summary of the FRIS Project. "Didakometry" No. 61. ED 207 083
- Swimming**
- Adaptive Devices for Aquatic Activities. ED 207 305
- Independent Swimming for Children with Severe Physical Impairments. ED 207 306
- Movement Exploration as a Technique for Teaching Pre-Swimming Skills to Students with Developmental Delays. ED 207 314
- Syllogistic Reasoning**
- Children's Understanding of Class Inclusion and Their Ability to Reason with Implication. ED 208 021
- Syntactic Maturity**
- Syntactic Maturity and Grading: A Correlational Study. ED 207 071
- Syntax**
- Syntactic Maturity and Grading: A Correlational Study. ED 207 071
- Syracuse University NY**
- Predicting College Achievement Using Performance in College-Level Courses Taken in High School, SAT Scores, and High School Rank. ED 207 414
- Systems Approach**
- An Intergenerational Study of the Psychosocial Atmosphere in the Families of Married Couples. ED 206 973
- A Model for a Deinstitutionalization Program for Youthful Offenders. ED 206 948
- Prevention of Child Abuse: Theory, Myth, Practice. ED 207 669
- Systems Development**
- Human Factors and Robotics: Current Status and Future Prospects. ED 206 911
- Tacoma Public School District WA**
- An Examination of Student Progress in Tacoma's Remediation Assistance Program (RAP) Compared with Progress of Similar Non-RAP Students. ED 208 107
- Tailored Testing**
- Tailored Testing, Measurement Problems and Latent Trait Theory. ED 207 987
- The Use of the Sequential Probability Ratio Test in Making Grade Classifications in Conjunction with Tailored Testing. ED 208 006
- Tanzania**
- Nutritional Problems and Policy in Tanzania. Cornell International Nutrition Monograph Series, Number 7 (1980). ED 207 710
- Targeted Jobs Tax Credit**
- The Implementation of the Targeted Jobs Tax Credit. Report No. 3. ED 206 849

Task Analysis

- Learning Hierarchies in Instructional Development: Experiences and Directions for Research. ED 207 510//

Tax Credits

- The Implementation of the Targeted Jobs Tax Credit. Report No. 3. ED 206 849

Tax Rates

- Reformation and Counter-Reformation in Illinois School Finance: 1973-1981. ED 207 214

Teacher Administrator Relationship

- The Effects of Collective Bargaining on the Climate of Administration and Supervision. ED 207 194
- The Implementation of a New Approach to Discipline in a Junior High School: A Case Study of Interventions During the Process of Change. ED 207 174
- The Relationship of Principal's Leadership Priorities and Teachers' Classroom Management Skills. ED 207 176

Teacher Associations

- The Relevance of Teacher Education. ED 207 939

Teacher Attendance

- In Search of Ways to Reduce Unnecessary Teacher Absenteeism. ED 207 180
- Teacher Absenteeism: Experience and Practices of School Systems. ERS Report. ED 207 242//

Teacher Attitudes

- Articulation between High School Senior and College Freshman Composition: A Study of the Most Serious Writing Errors as Perceived by Mississippi High School and College English Instructors. ED 207 061
- Comparisons of Parent and Teacher Attitudes toward Mainstreaming. Draft. ED 207 281
- Discriminating Between Parent and Teacher Perceptions of an Alternative School. ED 207 159
- Effective Composition Teachers. ED 207 063
- Elementary School Staff Attitudes Toward Desegregation, 1979 Survey. ED 208 116
- Faculty Study in a Second Discipline: Survey of Fellows May 1981. ED 207 469
- Goal-Assessment for Administrative Decision-Making. ED 207 410
- High School Staff Attitudes Toward Desegregation, 1979 Survey. ED 208 118
- Middle School Staff Attitudes Toward Desegregation, 1979 Survey. ED 208 117
- Peer Perceptions of the Behavior of Hyperactive Children. ED 207 701
- The Politics of Evaluation at the Local Level: A View Through Teachers' Perspectives. ED 207 224
- The Preparation of Schools to Meet the Physical Education Requirements of P.L. 94-142. ED 207 960
- Resource Papers Monograph. Roosevelt University-Chicago Board of Education Teacher Corps Project. ED 207 956
- Some Effects of Parent Involvement in Schools. ED 206 963
- Some Perspectives on the Problems of Alienated Youth. ED 207 286
- Staff Development and Curriculum Change: What's Good for Teachers is Good for Schools. (Draft). ED 207 255
- A Study of School Discipline in Tennessee. ED 207 151

Teacher Characteristics

305

Survey: Writing In the Content Area.

- Teacher Center Feasibility Study. Final Report. ED 206 932
- What do Teachers Really Want?: Sex-Role Stereotyping and the Elementary Classroom Teacher. ED 207 975
- Workshop Participants' Perception Rankings of Second Generation School Desegregation Issues. ED 208 085

Teacher Behavior

- Communication Practices in the Educational Environment in the United States. ED 207 102
- Developing a Strategy for Minimizing Underachievement Through Teacher Classroom Behavior. ED 207 725
- Multilevel Analyses of Teacher-Student Relationships in Junior High Classrooms. ED 208 041
- The Recognition and Management of Burn-Out. ED 207 744
- The Stratification of Socialization Processes: A View from the Classroom. ED 207 874
- A Study of the Effects of Various Interventions in a Two-Year Implementation Effort. Procedures for Adopting Educational Innovations Program. ED 207 944
- Teacher Self-Assessment: A Means for Improving Classroom Instruction. Analysis and Action Series. ED 207 967
- Teacher Talk Works. Exploring Functional Language. Participant's Manual. ED 207 356
- 1980 Culture Shock: Evolving Ethnographic Procedures to Study Adult Learning-To-Read Behaviors. ED 207 007

Teacher Burnout

- [Dealing with Teacher Stress and Burnout.] ED 207 145
- How to Deal with Teacher Stress and Burnout. ED 207 144

Teacher Centers

- Field Agency in Teacher Centers. (The concept of the agricultural extension agent applied to teacher centering in the United States). ED 207 958
- Some Models of Mathematics Teachers' Centres. ED 207 837
- Teacher Center Feasibility Study. Final Report. ED 206 932
- Tracking Talents: Strategies for Collecting Resources. ED 207 940

Teacher Certification

- An Analysis of Scores on the Common Examinations of the National Teacher Examinations of Candidates for Certification in Louisiana. ED 207 997
- Certification, Employment and Attrition of Special Education Professional Personnel in Michigan. ED 207 294
- Certification Standards for Professional School Personnel. Revised July 1, 1981. ED 207 977
- Changing Certification and Endorsement Programs. ED 207 193
- Minimum Requirements for State Certificates. Revised August 1, 1980. ED 207 979
- Programs for Changing Attitudes: Social Distance and the Department of Public Instruction's Human Relations Program. ED 208 093
- State Approved Teacher Education Programs in New Jersey Colleges and Universities. ED 207 986

Teacher Characteristics

- A Consumer's Guide to Teacher Development. ED 207 970

Teacher Corps

A Description and Evaluation of the 1979 Summer Training Workshop. Roosevelt University and the Chicago Board of Education Teacher Corps Project-Program '78.

ED 207 957

Report of Summer, 1980 Workshop. Roosevelt University/Chicago Board of Education Teacher Corps Project.

ED 207 955

Resource Papers Monograph. Roosevelt University-Chicago Board of Education Teacher Corps Project.

ED 207 956

Teacher Developed Materials

Adaptive Devices for Aquatic Activities.

ED 207 305

Curriculum for Early Childhood Education: A Report of a Workshop Held at the Kenya Institute of Education (July 16 to August 3, 1979). Volume 2.

ED 207 685

Teacher Education

Child Abuse and Neglect Curriculum in Schools.

ED 207 285

Choosing a Text for the College Methods Course in Reading.

ED 207 027

Communication Practices in the Educational Environment in the United States.

ED 207 102

Computer-Based Instruction in Early Childhood Education at the University of Georgia: A Proposed Innovation.

ED 207 702

Curriculum for Early Childhood Education: A Report of a Workshop Held at the Kenya Institute of Education (July 16 to August 3, 1979). Volume 1.

ED 207 684

An Evaluation of the Oklahoma Training for Child Care Careers Project.

ED 207 692

From a Normal Beginning: The Origins of Kean College of New Jersey.

ED 207 441//

The Impact of Discrepant Verbal-Nonverbal Messages in the Teacher-Student Interaction.

ED 207 123

The Microcomputer and Management of the Time Bound Educational Program.

ED 207 168

On Designing and Implementing Bilingual-Bicultural Teacher Education Programs. First Year Report: 1980-1981.

ED 207 985

Preparing Regular Educators for New Responsibilities in Educating Handicapped Children. A Guide to Implementation Strategies for Policymakers.

ED 207 959

Proceedings of the Annual Southern Research Conference in Agricultural Education (30th, Lubbock, Texas, July 21-23, 1981).

ED 206 873

The Professional Preparation of Reading Specialists for the Community College, Liberal Arts College and University.

ED 207 006

Promoting Voluntary Reading for Children and Young People: Guidelines for Teacher-Training Courses.

ED 207 035

The Relevance of Teacher Education.

ED 207 939

Report of the National Inquiry into Teacher Education.

ED 207 969

Rural Education: A Field of Study Whose Time Has Come in Higher Education.

ED 207 757

Some Models of Mathematics Teachers' Centres.

ED 207 837

Teaching Nutrition: A Review of Programs and Research.

ED 207 840

Toward a Research Base for the Least Restrictive Environment: A Collection of Papers.

ED 207 978

Teacher Education Curriculum

Computer-Based Instruction in Early Childhood Education at the University of Georgia: A Proposed Innovation.

ED 207 702

Improving Teacher Education. Resources and Recommendations.

ED 207 966//

On Designing and Implementing Bilingual-Bicultural Teacher Education Programs. First Year Report: 1980-1981.

ED 207 985

Recommendations to Teacher Educators for Preparing Future Teachers for Careers in Rural Schools.

ED 207 779

The Relevance of Teacher Education.

ED 207 939

Teacher Education Programs

Improving Teacher Education. Resources and Recommendations.

ED 207 966//

An On-Campus, Off-Campus Model for Native Indian Teacher Education.

ED 207 726

Recommendations to Teacher Educators for Preparing Future Teachers for Careers in Rural Schools.

ED 207 779

Second Annual Academic and Financial Study of Teacher Education Programs in Senior State Universities and Land-Grant Colleges. 1978-1979.

ED 207 946

State Approved Teacher Education Programs in New Jersey Colleges and Universities.

ED 207 986

Teacher Educators

The Influence of Selected Societal, University, and School Conditions on the Preparation and Practice of Teachers.

ED 207 962

Teacher Effectiveness

Alternative Teacher Education Programs: Their Effect on Selected Students' Attitudes.

ED 207 961

Characteristics of Effective Classrooms.

ED 207 216

A Comparison of the Effectiveness of Student Teachers Who Have Had Extensive Early Field Experience With Those Who Have Not.

ED 207 943

Effective Composition Teachers.

ED 207 063

Effective Teacher Training and Urban School Improvement.

ED 207 949

If Self-Evaluation Is the Answer, What Is the Question?

ED 207 070

A Low-Inference Indicator of Lesson Structure in Mathematics.

ED 207 856

Proceedings: Strategies for Urban School Improvement.

ED 208 084

Toward a Research Base for the Least Restrictive Environment: A Collection of Papers.

ED 207 978

What School Boards Can Do to Improve Teacher Competency.

ED 207 140

Teacher Employment

The Changing Patterns of School Enrolment and Their Implications for Educational Policy and Management.

ED 207 195

Laws Applicable to Standard I of the Experimental Revised Standards for Accreditation.

ED 207 981

Teacher Evaluation

Assessments of Performance in Teaching Field Study Instrument.

ED 207 990

Behavioral Checklist of Infant/Toddler Care-Provider Competencies.

ED 207 678

If Self-Evaluation Is the Answer, What Is the Question?

ED 207 070

Subject Index

Instructional Evaluation Techniques: Ends Dictate the Means.

ED 207 596

The J. R. Syndrome: Administrator Bias in Teacher Evaluation. Publication Number 80.51.

ED 207 229

Legal Aspects of Teacher Evaluation.

ED 207 126//

The Politics of Evaluation at the Local Level: A View Through Teachers' Perspectives.

ED 207 224

Staff Development Program Evaluation--Application of a Peer Supervision Program.

ED 207 982

Teacher Self-Assessment: A Means for Improving Classroom Instruction. Analysis and Action Series.

ED 207 967

Teacher Exchange Programs

China Bound: A Handbook for American Students, Researchers and Teachers.

ED 207 887

Teacher Improvement

Effective Teacher Training and Urban School Improvement.

ED 207 949

Format and Evaluation of the Cross-Cultural Component of a Foreign Teaching Assistant Training Program.

ED 207 100

Updating and Upgrading Occupational Instructors: A Process Handbook.

ED 206 831

Teacher Influence

The Coalescence of Philosophy and Process in School Health Education.

ED 207 934

Student Responses to Seatwork: Implications for the Study of Students' Cognitive Processing.

ED 207 709

Teacher Morale

Impact Study: Staff Perceptions of Their Professional Lives. Occasional Papers No. 4.

ED 207 459

The QUEST Concept: A Handbook on Planning and Implementation.

ED 207 945

Teacher Orientation

The OD' Role in Education: What Do You Do With a Beginner Professor Who Joins the University?

ED 207 416

Teacher Participation

An Assessment of Mainstream and Special Vocational Educator Involvement in the IEP Process and Related Inservice Needs.

ED 206 834

Kids and Politics Do Mix: The Role of the Early Childhood Professional in Influencing Public Policy.

ED 207 690

The Relationship of Decision Involvement and Principals' Leadership to Teacher Job Satisfaction in Selected Secondary Schools.

ED 207 129

Staff Development and Curriculum Change: What's Good for Teachers is Good for Schools. (Draft).

ED 207 255

Teacher Persistence

Certification, Employment and Attrition of Special Education Professional Personnel in Michigan.

ED 207 294

Teacher Placement

A Survey of Teacher Supply and Demand Data Collection Systems in NASDTEC Central Region States.

ED 207 942

Teacher Qualifications

Certification Standards for Professional School Personnel. Revised July 1, 1981.

ED 207 977

Minimum Requirements for State Certificates. Revised August 1, 1980.

ED 207 979

Subject Index

Production of Academic Achievement as a Function of Teachers' Training, Experience and Salaries. ED 207 240

The Search and Screen Committee: A Simulation. Equity for Women in Higher Education Project. ED 207 418

Teacher Recruitment

The Board's Responsibility for Attracting and Landing the Best Teaching Staff. ED 207 142

Teacher Response

The Stratification of Socialization Processes: A View from the Classroom. ED 207 874

A Study of the Effects of Various Interventions in a Two-Year Implementation Effort. Procedures for Adopting Educational Innovations Program. ED 207 944

Teacher Responsibility

The Influence of Selected Societal, University, and School Conditions on the Preparation and Practice of Teachers. ED 207 962

Teacher Role

Child Abuse and Neglect Curriculum in Schools. ED 207 285

Developing Writing Ability: Criteria for a Program for Teachers and Students. ED 207 069

Error Analysis in Basic Writing. ED 207 060

Motivating the Mexican-American Student Towards Higher Education. ED 207 739

Peer Relationship Development in Childhood. ED 207 668

Survey: Writing in the Content Area. ED 207 062

Taking the Radical Risk: Diary of a San Francisco State Professor. ED 207 447

Teaching the Adult of the "80's". ED 207 009

Teacher Salaries

Report on the Annual Meeting of the American Association of University Professors (67th, George Washington University, Washington, D.C., June 12-13, 1981). ED 207 458

Salary Trends for Teachers: Survey and Analysis. ED 207 965

Teacher Selection

The Board's Responsibility for Attracting and Landing the Best Teaching Staff. ED 207 142

The Changing Academic Market: General Trends and a Berkeley Case Study. ED 207 454

The Search and Screen Committee: A Simulation. Equity for Women in Higher Education Project. ED 207 418

Teacher Staff Ratio

School Staffing Ratios, 1979-80. ERS Report. ED 207 203

Teacher Supervision

Staff Development Program Evaluation—Application of a Peer Supervision Program. ED 207 982

Teacher Supply and Demand

Certification, Employment and Attrition of Special Education Professional Personnel in Michigan. ED 207 294

A Survey of Teacher Supply and Demand Data Collection Systems in NASDTEC Central Region States. ED 207 942

Teacher Transfer

Minimum Requirements for State Certificates. Revised August 1, 1980. ED 207 979

Teacher Workshops

A Description and Evaluation of the 1979 Summer Training Workshop. Roosevelt University and the Chicago Board of Education Teacher Corps Project—Program '78. ED 207 957

An Effective Model of In-Service Workshops for Elementary Teachers. ED 207 932

The OD' Role in Education: What Do You Do With a Beginner Professor Who Joins the University? ED 207 416

Outdoor Education for K-12: The What, Why, Where, When, and How. Proceedings of a Workshop Co-sponsored by USDI Fish and Wildlife Service and East Carolina University (Swanquarter, North Carolina, June 17, 1981). ED 207 754

Report of Summer, 1980 Workshop. Roosevelt University/Chicago Board of Education Teacher Corps Project. ED 207 955

Resource Papers Monograph. Roosevelt University-Chicago Board of Education Teacher Corps Project. ED 207 956

Tracking Talents: Strategies for Collecting Resources. ED 207 940

Teachers

A Call for a Truce Between Educational Technology and Teaching: Suggestions for Mutually Beneficial Collaborations. ED 207 501

Education Policy Analysis and the Rent-a-Troika Business. ED 207 228

The Effects of Collective Bargaining on the Climate of Administration and Supervision. ED 207 194

Level of Economic Knowledge of Certain Groups of Teachers. ED 207 920

The Structure of Colleague Relations in an Urban Elementary School. ED 207 167

Teaching (Occupation)

A Call for a Truce Between Educational Technology and Teaching: Suggestions for Mutually Beneficial Collaborations. ED 207 501

Career Vitalization and Stress among Professors: An Attributional Model. ED 207 478

Working on the Urban Campus. ED 207 453

Teaching Assistants

Format and Evaluation of the Cross-Cultural Component of a Foreign Teaching Assistant Training Program. ED 207 100

A Survey of In-Service Teacher Training Programs for Graduate Teaching Assistants in Basic Communication Courses. ED 207 106

Teaching Assistants' Perceptions of Formal and Informal Communications with Students. ED 207 107

Teaching Conditions

The Influence of Selected Societal, University, and School Conditions on the Preparation and Practice of Teachers. ED 207 962

Teaching Experience

A Comparison of the Effectiveness of Student Teachers Who Have Had Extensive Early Field Experience With Those Who Have Not. ED 207 943

Teaching Guides

Counting on Energy. Project E3 (Energy, Economics, and the Environment). ED 207 824

Feed, Need, Greed: Food Resources & Population. A High School Curriculum. ED 207 811

Inorganic Analysis in Water Quality Control Programs. Instructor's Guide. ED 207 833

La Experiencia Mexicana (The Mexican Experience). Volumes I and II. ED 207 766

Learning About Energy in Secondary Schools: Some Exemplary Lessons for Students. Volume II. Final Report, April 8, 1981 to December 31, 1981. ED 207 817

A Portfolio of Energy Ideas: Science. ED 207 858

A Portfolio of Energy Ideas: Social Studies. ED 207 859

A Sourcebook of Marine Activities Developed in the Milwaukee Great Lakes Summer Education Program, 1977 and 1978. ED 207 851

Teaching Methods

Adapting-Sociology to the Changing Demands of General Education: The Use of Debate and Critical Analysis. ED 207 907

Alternative Schools: What's Really Happening in the Classrooms. ED 207 236

Analysis of a Simple Computer Programming Language: Transactions, Prestatements, and Chunks. Report No. 79-2. Series in Learning and Cognition. ED 207 549

An Assessment and Analysis of Selected Learning Modes Preferred by Students. Learning Theory and Applications. ED 207 407

Censorship in Social Studies. ED 207 903

Characteristics of Effective Classrooms. ED 207 216

Community College Study of Media Utilization and Instructional Methodologies Used in Science Courses and Related Areas: A National Study. ED 207 508

Teaching Methods

307

A Conceptual Framework for High School Mathematics. Final Report. ED 207 854

A Co-operative Educational Program: The Presentation of Museum Artifact Kits in Community Elementary Schools. ED 207 534

Dance for Students with Orthopedic Conditions—Popular, Square, Folk, Modern, [and] Ballet. ED 207 304

Developing Cognitive Skills Through Art. ED 207 674

Developing Reading Skills: A Practical Guide to Reading Comprehension Exercises. ED 207 347

Doing Communication in the "Real World": Strategies for Teaching Non-Traditional Students. ED 207 112

Education of Disadvantaged Groups and Multiple Class Teaching: Studies and Innovative Approaches. Report of a Study Group Meeting (Jakarta, November 17-26, 1980). ED 207 732

Eighty-One Techniques for Teaching Sociological Concepts. ED 207 872

Ensenanza Bilingue (Bilingual Education). ED 207 331

Evaluating Contemporary Language-Teaching Methodologies through Historical Perspective. ED 207 339

Everything You Wanted to Know About Handicapped Students (And Were Not Afraid to Ask). ED 207 382

Experiential Education as a Teaching Strategy. ED 207 882

Extending Basic Education to the Elderly: A Guide to Program Development. ED 207 639

Final Report of the Brookline LOGO Project, Part II: Project Summary and Data Analysis. Artificial Intelligence Memo No. 345. ED 207 801

A Guide to Developing Consumer Education Programs for the Elderly. ED 207 640

Increasing Toddlers' Vocabularies Through Picture-Reading. ED 207 682

Innovative Perceptual Motor Activities: Programming Techniques That Work. ED 207 301

Innovative Perceptual-Motor Activities: Programming Techniques that Work—Part II.

ED 207 307

Instructing the Academic Library User in the United States and Britain: A Review of the Literature and the State-of-the-Art in Oxford.

ED 207 599

Instructional Evaluation Techniques: Ends Dictate the Means.

ED 207 596

Interaction of Learner Control and Student Aptitudes.

ED 208 011

The Intercultural Studies Division: An Interdisciplinary Success.

ED 207 643

Language Experience Integration into the Primary Classroom.

ED 207 015

New Directions in Social and Cultural Anthropology: Pushing Back the Chairs, Opening the Doors.

ED 207 616

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ED 207 564

On "Learnable" Representations of Knowledge: A Meaning for the Computational Metaphor. AI Memo 441.

ED 207 588

Orientation and Intercultural Communication: A Course for Advanced ESL Students.

ED 207 348

Perspectives of Global Education: A Sourcebook for Classroom Teachers.

ED 207 850

Problemes en enseignement fonctionnel des langues (Problems in the Functional Teaching of Languages). Publication B-103.

ED 207 333

Psychology of Computer Programming for Novices. Series in Learning and Cognition. Report No. 81-2.

ED 207 592

Regression Study of Learner Control Data.

ED 208 012

The Teaching and Learning Process (with Emphasis on Identification). Analysis and Action Series.

ED 207 968

Teaching Children to Solve One-Step Word Problems.

ED 207 849

Teaching Students to be Proactive Change Agents in a Global Age: A New Direction for Preservice and Inservice Teacher Education.

ED 207 952

Techniques for Meeting Nutrition Education Needs.

ED 207 720

Thematic Issue: Intervening in the Writing Process.

ED 207 077

Training of Trainers: Participant Manual.

ED 206 953

Training of Trainers: Trainer Manual.

ED 206 952

Using an Interactive Computer System to Teach Statistical Methods in Education.

ED 207 594

You and Me and Human Sexuality. Teacher's Manual.

ED 206 940

Teaching Models

Reconceptualizing the Theory-Base of Educational Technology: Re-opening the Theory-Practice Debates.

ED 207 502//

Teaching Skills

Assessing Teacher Skills Needed to Implement Objectives-Based Instruction.

ED 208 031

Communication Practices in the Educational Environment in the United States.

ED 207 102

Generic Affective Teaching Competencies, and Personal Efficacy Needs of Hispanic Students in Public Schools.

ED 207 291

Identifying, Measuring, and Teaching Helping Skills.

ED 207 372

Levels and Types of Curriculum and Instructional Design Skills Presently Offered in Pennsylvania Teacher Education Programs.

ED 207 950

The OD' Role in Education: What Do You Do With a Beginner Professor Who Joins the University?

ED 207 416

Tracking Talents: Strategies for Collecting Resources.

ED 207 940

Teaching Styles

Personality and Cognitive Style, Predictors of Teaching Style, Preferences: An Exploratory Study.

ED 207 500//

Team Teaching

Higher Horizons 100, 1980-81 Compensatory Program Evaluation. Report 81-7.

ED 207 028

Teamwork

1980 Culture Shock: Evolving Ethnographic Procedures to Study Adult Learning-To-Read Behaviors.

ED 207 007

Technical Assistance

Approaches to Rural Development: The Guelph Experience.

ED 207 778

The Non-Formal Education Information Center and Network. A Report of Progress. Annual Report of the NFE Network Project: Operating a Clearinghouse on NFE Information (September 1979-August 1980) and Two Semi-Annual Reports of the NFE Network Projects: Providing Technical Assistance in Creating LDC National/Regional Information Centers (March 1980-August 1980; September 1980-February 1981).

ED 207 613

Project Plan: The MEDARP Documentation Unit to the School Improvement and Local School Development Projects.

ED 208 064

Technical Education

Algebraic and Trigonometric Equations With Applications. A Study Guide of the Science and Engineering Technician Curriculum.

ED 207 787

Analog and Digital Electronics. A Study Guide of the Science and Engineering Technician Curriculum.

ED 207 788

Annotated Bibliography of the Air Force Human Resources Laboratory Technical Reports—1979. Final Report.

ED 207 553

Chemical Science and Technology I. A Study Guide of the Science and Engineering Technician Curriculum.

ED 207 789

Chemical Science and Technology II. A Study Guide of the Science and Engineering Technician Curriculum.

ED 207 790

The Developmental Mathematics Curriculum at Milwaukee Area Technical College: An Historical Perspective.

ED 207 641

Electronic Components, Transducers, and Basic Circuits. A Study Guide of the Science and Engineering Technician Curriculum.

ED 207 791

Functions, Analytic Geometry, Probability and Statistics. A Study Guide of the Science and Engineering Technician Curriculum.

ED 207 792

Higher Education in Developing Countries: A Cost-Benefit Analysis. Staff Working Paper No. 440.

ED 207 371

The Influence of Demographic Factors on TAFE. Occasional Paper Number 2.

ED 207 927

Materials and Fabrication Methods I. A Study Guide of the Science and Engineering Technician Curriculum.

ED 207 793

Materials and Fabrication Methods II. A Study Guide of the Science and Engineering Technician Curriculum.

ED 207 974

On the Democratization of Education in the GDR.

ED 207 895

Physics of Mechanical, Gaseous, and Fluid Systems. A Study Guide of the Science and Engineering Technician Curriculum.

ED 207 795

Resources in Vocational Education. Volume 13, Number 6. 1980.

ED 206 857

Science and Engineering Graphics I. A Study Guide of the Science and Engineering Technician Curriculum.

ED 207 796

Science and Engineering Technology: A Guide to a Two-Year Associate Degree Curriculum.

ED 207 786

Technical Education in New Mexico High Schools.

ED 207 220

Technology Education Symposium II. Program Theme: "Technological Literacy" (Menomonie, Wisconsin, May 1-2, 1981).

ED 206 915

Technical Institutes

Impact Study: Staff Perceptions of Their Professional Lives. Occasional Papers No. 4.

ED 207 459

Technical Mathematics

The Developmental Mathematics Curriculum at Milwaukee Area Technical College: An Historical Perspective.

ED 207 641

Technical Writing

ERIC Abstractor/Indexer Workbook. Revised Edition. 1981.

ED 207 614

Guide to Proposal Writing and Project Management in Vocational Education. Book 2: Project Management.

ED 206 820

Writing Guide for Student Oceanography and Marine Biology Field Research Reports.

ED 207 844

Technological Advancement

"Balancing Technological and Human Resources Development: A New Priority for Rural America."

ED 206 921

Choosing a Color Television System.

ED 207 087

Report of President Jimmy Carter to the Congress of the United States Concerning the White House Conference on Library and Information Services.

ED 207 544

Technology

Technology Education Symposium II. Program Theme: "Technological Literacy" (Menomonie, Wisconsin, May 1-2, 1981).

ED 206 915

Telecommunications

Implementing Interactive Telecommunications Services. Final Report on Problems Which Arise During Implementation of Field Trials and Demonstration Projects.

ED 207 524

Individualized Study by Telecommunications. Model and Procedures Documentation Report.

ED 207 529

Manual of Documentation Practices Applicable to Defence-Aerospace Scientific and Technical Information. Volume IV: Sections 10—Security Storage and Control; 11—Organization and Management; 12—Networks and External Sources of Information.

ED 207 611

The Problem of Interfacing the Academic and Business Worlds: Internship Programs in Communication.

ED 207 113

Remarks of Mark S. Fowler, Chairman, Federal Communications Commission.

ED 207 088

Subject Index

- Telecommunications: A Labor Market Analysis.
New Jersey Manpower Series. Volume 1.
ED 207 423
- Teleconferencing**
The Impact of a Computerized Conferencing System on Scientific Research Communities. Final Report. Research Report No. 15.
ED 207 853
- Implementing Interactive Telecommunications Services. Final Report on Problems Which Arise During Implementation of Field Trials and Demonstration Projects.
ED 207 524
- Telephone Registration**
Survey of Telephone Registrants Fall 1979. Volume 10, Number 13.
ED 207 658
- Television**
Finding Materials on American Popular Culture in the MSU Libraries: Popular Music, Television, Comics, Popular Fiction, Movies. How to Find Series No. 9.
ED 207 573
- Television Commercials**
Antecedents of Children's Comprehension of the Purpose of Television Advertising.
ED 207 049
- Culture Writ Electronic: Themes in Television Advertising.
ED 207 050
- Television History**
Choosing a Color Television System.
ED 207 087
- Television Research**
If You Don't Know What Women Are Like, Just Turn On Your Tube.
ED 208 077
- Toward a Grammar of Educational Television: Part II, Method.
ED 207 489//
- Television Viewing**
Coast Community Colleges Community Telephone Survey, 1980, Report Number 4. Tuning in on Channel 50: A Demographic Comparison of KOCE Watchers and Non-Watchers.
ED 207 647
- The Effect of Vicarious Partial Reinforcement Upon Children's Use of Self-Verbalization in Decisions Regarding Television Viewing.
ED 207 503//
- If You Don't Know What Women Are Like, Just Turn On Your Tube.
ED 208 077
- Proceedings of Selected Research Paper Presentations at the 1981 Convention of the Association for Educational Communications and Technology and Sponsored by the Research and Theory Division (Philadelphia, Pennsylvania, April 1981).
ED 207 487
- The Roles of Attention, Instruction, and Medium-Related Skills in Children's Television Viewing.
ED 207 491//
- Termination (Networks)**
The Establishment and Abolishment of a State-wide System of Education Service Agencies: The Kentucky Experience. ESA Study Series/Report No. III.
ED 207 206
- Test Bias**
Comparison of Pretest and Reanalysis Results of an Item Bias Study.
ED 208 036
- Test Construction**
Assessing Teacher Skills Needed to Implement Objectives-Based Instruction.
ED 208 031
- Assessment of College-Level Speaking and Listening Skills.
ED 208 032
- Final Report of an Expansion of a Model for Development of Proficiency/Equivalency Tests for Clinical Laboratory Personnel, July 1, 1980-June 30, 1981.
ED 206 880
- The Frequencies & Origins of Scientific Misconceptions.
ED 207 846

- Impact Research Focusing on Mildly Mentally Handicapped Students in Secondary Vocational Consumer and Homemaking Programs in Minnesota.
ED 206 899
- Reducing Sex Bias in Ability Tests.
ED 208 057
- Tailored Testing, Measurement Problems and Latent Trait Theory.
ED 207 987
- Test Format**
Accountability Testing Handbook.
ED 208 061
- Comparison of Difficulties and Reliabilities of Math-Completion and Multiple-Choice Item Formats.
ED 208 028
- Test Interpretation**
Accountability Testing Handbook.
ED 208 061
- Test Length**
On False-Positive and False-Negative Decisions with a Mastery Test.
ED 208 022
- Test of Logical Thinking (Tobin and Capie)**
Patterns of Reasoning: Probabilistic Reasoning.
ED 207 810
- Test Reliability**
Comparison of Difficulties and Reliabilities of Math-Completion and Multiple-Choice Item Formats.
ED 208 028
- Final Report of the Vocational Rehabilitation Project (SREG 116), November 1980-June 1981. Part I.
ED 206 882
- Motivational Orientations of Senior Citizens Participating in the Elderhostel Program.
ED 206 927
- On False-Positive and False-Negative Decisions with a Mastery Test.
ED 208 022
- An Upper Asymptote for the Three-Parameter Logistic Item-Response Model.
ED 207 996
- The Use of the Sequential Probability Ratio Test in Making Grade Classifications in Conjunction with Tailored Testing.
ED 208 006
- Test Results**
Validating Decisions Made with Criterion-Referenced Tests.
ED 208 025
- Test Score Decline**
The Test Score Decline: A Review and Annotated Bibliography.
ED 207 995
- Test Use**
Validating Decisions Made with Criterion-Referenced Tests.
ED 208 025
- Test Validity**
Basic Ideas in Item Banking.
ED 208 029
- A Community College User's Approach to American College Testing Data.
ED 207 615
- Correlations Between the McCarthy Scales of Children's Abilities and the Bayley Scales of Infant Development.
ED 208 034
- Early Identification System: Year Two. Research Report 80-15.
ED 207 677
- Final Report of the Vocational Rehabilitation Project (SREG 116), November 1980-June 1981. Part I.
ED 206 882
- Predicting Social Competence: The Validity of the PIPS.
ED 207 718
- Research on Writing: A Search for Objective Measures Related to Holistically Scored Essays.
ED 208 042

Text Factors

309

- Test Validity and National Educational Assessment: A Conception, a Method, and an Example.
ED 208 005
- Validating Decisions Made with Criterion-Referenced Tests.
ED 208 025
- Testing**
Accountability Testing Handbook.
ED 208 061
- Discourse Factors in the Evaluation of Language Ability.
ED 207 340
- A Search for Congruency in Language Proficiency Testing: What the Tests Measure-What the Child Does.
ED 207 345
- Tailored Testing, Measurement Problems and Latent Trait Theory.
ED 207 987
- Visual Testing: An Experimental Assessment of the Encoding Specificity Hypothesis.
ED 207 495//
- Testing Problems**
Competency Testing: Assessment or Politics? Draft.
ED 207 231
- Issues in Testing for Competency.
ED 208 001
- Ramifications of the Minimum Competency Movement for Special Education.
ED 207 234
- Reducing Sex Bias in Ability Tests.
ED 208 057
- Utilization of Evaluation Results in Joint Policy Making.
ED 208 007
- Testing Programs**
An Analysis of Scores on the Common Examinations of the National Teacher Examinations of Candidates for Certification in Louisiana.
ED 207 997
- City-Wide Summaries, City-Wide and District Performance Distributions, Kindergarten through Grade Twelve. 1978-79 Philadelphia City-Wide Testing Program. February 1979 Achievement Testing Program. Report No. 8004.
ED 208 052
- A Community College User's Approach to American College Testing Data.
ED 207 615
- Regents Examinations and Competency Tests: School Administrator's Manual. 1981 Edition.
ED 208 058
- Report on the Implementation of the Basic Skills Assessment Program, 1979-80.
ED 208 066
- Summary of Achievement Test Scores-1980. School-by-School Test Results.
ED 208 051
- 1981 Local Option Testing Manual. Wisconsin Pupil Assessment Program.
ED 207 988
- Texas**
Factors Influencing Local Education Agency Participation in the Programs and Services of Education Service Agencies in the State of Texas. ESA Study Series/Report No. VI.
ED 207 207
- Identifying Continuing Education Needs as Perceived by Public School Learning Resources Personnel in Texas. A Final Report of a Research Project.
ED 207 557
- Texas (Dallas)**
Eight Years of Special Education Research in a Large Urban School District.
ED 207 273
- Texas Junior High School Study**
Multilevel Analyses of Teacher-Student Relationships in Junior High Classrooms.
ED 208 041
- Text Factors**
Visual Compositions: A Way to Teach Explicit and Implicit Text Factors in Content Areas.
ED 207 003

Text Structure

The Compensatory Effect of Graphic Organizer Instruction on Text Structure.

ED 208 019

Textbook Bias

Introducing PARMA (Promoting Alternative Role Models Affirmatively). Supplemental Handbook for DUSO (Developing Understanding of Self and Others, K-2).

ED 208 092

Textbook Content

Politics of Textbook Selection.

ED 207 166

The Specific Vocabulary Needs of Academic Disciplines.

ED 207 000

Textbook Evaluation

Choosing a Text for the College Methods Course in Reading.

ED 207 027

The Cloze and Maze as Measures of Comprehension of a Social Studies Text: A Preliminary Report.

ED 207 889

Textbook Selection

Choosing a Text for the College Methods Course in Reading.

ED 207 027

Politics of Textbook Selection.

ED 207 166

A Selective Bibliography on School Materials: Selection and Censorship.

ED 207 568

Textbooks

Analyzing Functions of Illustrations in Text.

ED 207 496//

Censorship in Social Studies.

ED 207 903

Textlinguistics

The Importance of the Notion of Cohesion for Teachers of Reading.

ED 206 997

Theater Arts

Elder Theatre: Positive Image of Aging and Forum for Intergenerational Communication.

ED 207 120

Eliminating Sexism from Children's Theatre Productions.

ED 207 116

Wanderings in Western Europe. Theatre for Young Audiences around the World: Aesthetic and Political Trends.

ED 207 121

Thematic Approach

Developing Reading Skills: A Practical Guide to Reading Comprehension Exercises.

ED 207 347//

Theories

Journalism, Privacy, and Embarrassing Facts: A Critical Review of the Newsworthiness Defense.

ED 207 075

The Place of Language in Piagetian Theory.

ED 207 055

The Search for Implementation Theory.

ED 207 158

Strategies for Identification and Academic Development of the Gifted/Talented Bilingual Student.

ED 207 290

Theory Development

The Search for Implementation Theory.

ED 207 158

Therapists

The Assessment Process in Recreation with Severely and Profoundly Retarded Populations.

ED 207 300

Three Parameter Model

A Comparison of Procedures for Constructing Large Item Pools.

ED 207 998

Score Equating and Item Response Theory: Some Practical Considerations.

ED 208 023

An Upper Asymptote for the Three-Parameter Logistic Item-Response Model.

ED 207 996

Time

Estimation of Time Requirements During Planning: Interactions Between Motivation and Cognition.

ED 207 215

Time Factors (Learning)

An Examination of Achievement Related Behavior of High and Low Achieving Inner City Pupils.

ED 208 089

Variables Associated With Effective Schooling.

ED 207 221

Time Management

Displaced Homemakers: Vo-Tech Workshop Guide.

ED 206 872

Time on Task

Interaction Effects of Task Variables and Ability on Task Engagement.

ED 207 038

Time Perspective

Low-Income, Black Preschoolers' Ability to Complete Temporally-Ordered Sequences.

ED 207 704

Title I Evaluation and Reporting System

The Consistency of Title I Evaluation Results for Commonly Used Test Batteries.

ED 208 035

Toddlers

Increasing Toddlers' Vocabularies Through Picture-Reading.

ED 207 682

Infants: Their Social Environments.

ED 207 699//

Track and Field

Principles and Practices for Championship Performances in Wheelchair Field Events.

ED 207 309

Trade and Industrial Education

Materials and Fabrication Methods I. A Study Guide of the Science and Engineering Technician Curriculum.

ED 207 793

Training for Middle Level Skills.

ED 206 912

Traditional Schools

Alternative Schools: What's Really Happening in the Classrooms.

ED 207 236

Training

Bibliography of CDA Training Materials: An Annotated List of Currently Available Modules and Other Publications.

ED 207 694

Developing a Strategy for Minimizing Underachievement Through Teacher Classroom Behavior.

ED 207 725

The Effects of Material and Task Variations on a Brief Cognitive Learning Strategies Training Program.

ED 208 016

An Evaluation of the Oklahoma Training for Child Care Careers Project.

ED 207 692

Home Based Information Packet.

ED 207 695

Principles and Practices for Championship Performances in Wheelchair Field Events.

ED 207 309

Resources for CDA Training: An Annotated Bibliography.

ED 207 696

Study on Access of Women to Specialized and Scientific Education and Training and to the Corresponding Careers in the CSSR (Undertaken by the Ministries of Education of the Czech and Slovak Socialist Republics).

ED 207 841

Training Versus Instructions in the Acquisition of Cognitive Learning Strategies.

ED 208 018

Training Methods

Annotated Bibliography of the Air Force Human Resources Laboratory Technical Reports-1979. Final Report.

ED 207 553

Community-Based Prevention Specialist. Participant Manual.

ED 206 955

Community-Based Prevention Specialist. Trainer Manual.

ED 206 954

Cost-Effective Training Strategy at Field Level Strengthens Influence of Extension Agents in Community.

ED 207 519

Expanding Career Options: A Model Sex Equity Program. Participant Guide.

ED 206 951

Expanding Career Options: A Model Sex Equity Program. Trainer Manual.

ED 206 950

Principles and Practices for Championship Performances in Wheelchair Field Events.

ED 207 309

Rating Openness: A Training Manual.

ED 206 943

A Resource Manual for Designing Training Programs.

ED 207 400

Special Report on the Training and Support of Educational Linking Agents. Linking R&D with Schools.

ED 207 252

Staff Development: Developing a Top-Notch Staff in an Outdoor Wilderness Program Is Similar to Building an Orchestra.

ED 207 747

Training of Trainers: Participant Manual.

ED 206 953

Training of Trainers: Trainer Manual.

ED 206 952

Trampolines

Developmental Trampoline Activities for Individuals with Multiple Handicapping Conditions.

ED 207 308

Transfer of Training

Encouraging the Transition from Concrete to Formal Cognitive Functioning-An Experiment.

ED 207 821

Transfer Programs

Final Report of Nursing Transition: A Process to Facilitate Career Mobility, July 1, 1980-June 30, 1981.

ED 206 884

The State of the District, 1981.

ED 207 654

Transparencies

The Overhead System: Production, Implementation and Utilization. 2nd Edition.

ED 207 531

Transport Aircraft

NASA's Role in Aeronautics: A Workshop. Volume III - Transport Aircraft.

ED 207 863

Transportation

NASA's Role in Aeronautics: A Workshop. Volume III - Transport Aircraft.

ED 207 863

Travel

China Bound: A Handbook for American Students, Researchers and Teachers.

ED 207 887

Trend Analysis

Salary Trends for Teachers: Survey and Analysis.

ED 207 965

Uses of Future Studies Techniques by Educational Administrators.

ED 207 134

TRIAD Teacher Center IN

Tracking Talents: Strategies for Collecting Resources.

ED 207 940

Tribal Sovereignty

Oversight of Indian Program Budgets. Hearing Before the Select Committee on Indian Affairs. United States Senate, Ninety-Seventh Congress, First Session on Review of Budget Submissions of

Subject Index

the Bureau of Indian Affairs, Department of the Interior; Indian Health Service, Department of Health and Human Services; Office of Indian Education, Department of Education; and Indian Housing, Department of Housing and Urban Development.

ED 207 772

Trigonometry

Algebraic and Trigonometric Equations With Applications. A Study Guide of the Science and Engineering Technician Curriculum.

ED 207 787

Truancy

Student Absenteeism: Causes, Effects, and Possible Solutions.

ED 207 157

Trustees

Purposes and Leadership.

ED 207 445

Trustee Liability and Legal Responsibility.

ED 207 652

Tuition

Financial Statistics of Institutions of Higher Education: Fiscal Year 1979. State Data.

ED 207 378

Turtles

A Case Study of a Young Child Doing Turtle Graphics in LOGO. AI Memo 375.

ED 207 578

Leading a Child to a Computer Culture. AI Memo 343.

ED 207 575

The TV Turtle: A LOGO Graphics System for Raster Displays. AI Memo 361.

ED 207 577

Tuskegee Institute AL

An Assessment and Analysis of Selected Learning Modes Preferred by Students. Learning Theory and Applications.

ED 207 407

Tutorial Mode

AI Based Personal Learning Environments: Directions for Long Term Research. AI Memo 384.

ED 207 580

PAZATN: A Linguistic Approach to Automatic Analysis of Elementary Programming Protocols. AI Memo 388.

ED 207 584

Tutorial Programs

Developing a Peer Tutoring Program: A Self-Instructional Module.

ED 207 632

Tutoring

The Computer as Coach: An Athletic Paradigm for Intellectual Education. AI Memo 389.

ED 207 586

Developing a Peer Tutoring Program: A Self-Instructional Module.

ED 207 632

Tutoring: Putting It All Together.

ED 207 024

Wusor II: A Computer Aided Instruction Program with Student Modeling Capabilities. AI Memo 417.

ED 207 587

Two Year College Students

An Analysis of the Relationships of Academic Success and Selected Achievement/Attitude Tests.

ED 207 636

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ED 207 645

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ED 207 660

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ED 207 667

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ED 207 665

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ED 207 646

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ED 207 622

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ED 207 624

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ED 207 621

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ED 207 666

Student Recruitment & Retention.

ED 207 620

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ED 207 657

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ED 207 662

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ED 207 791

Training for Middle Level Skills.

ED 206 912

3,270 Postsecondary Institutions Accredited in 1980-81.

ED 207 425

Typewriting

Business Office Practices Involving the Typewriter with Implications for Business Education Curricula. Monograph 136.

ED 206 878

Underachievement

Developing a Strategy for Minimizing Underachievement Through Teacher Classroom Behavior.

ED 207 725

Undergraduate Study

Distance University Students' Use of Course Material to Complete Mathematics Exercises.

ED 207 848

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ED 207 476/1

Unemployment

Drug and Alcohol Abuse in Booming and Depressed Communities. Services Research Report.

ED 206 989

Fuller Employment with Less Inflation.

ED 206 850

The Labor Market Experience of 14-21-Year-Olds. Research on Youth Employment and Employability Development. Youth Knowledge Development Report 2.6.

ED 206 864

Unified Studies Curriculum

The Intercurricular Studies Division: An Interdisciplinary Success.

ED 207 643

Unions

Collective Bargaining and the Concept of Autonomy in the National Autonomous University of Mexico.

ED 207 452

Directory of Faculty Contracts and Bargaining Agents in Institutions of Higher Education.

ED 207 466

University of Bridgeport CT

311

Industry-Education-Labor Collaboration: The Literature of Collaborative Councils.

ED 206 906

The Yeshiva Case: One Year Later.

ED 207 375

United States

"Balancing Technological and Human Resources Development: A New Priority for Rural America."

ED 206 921

El Estado de la Educacion para los Hispanos en los Estados Unidos (The Condition of Education for Hispanics in the United States).

ED 207 767

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Stability and Change in Farming Plans: Results from a Longitudinal Study of Young Adults.

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Toward an American Rural Renaissance: Realizing Rural Human Resource Development during the Decade of the Eighties. Final Technical Report.

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Toward an American Rural Renaissance. The Role of Investment Capital in Rural Development.

ED 206 920

United States (North Central)

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ED 207 942

United States (South)

The Southern Aged: Race, Residence and Socio-economic Conditions.

ED 207 922

United States (Southwest)

Motivating the Mexican-American Student Towards Higher Education.

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United States Government (Course)

Political Discovery Resource Book.

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United States History

The American Cowboy as Depicted Through Music and Poetry: Instructional Materials for the Elementary Classroom Teacher.

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ED 207 421

Units of Study

Introducing PARMA (Promoting Alternative Role Models Affirmatively). Supplemental Handbook for DUSO (Developing Understanding of Self and Others, K-2).

ED 208 092

A Portfolio of Energy Ideas: Science.

ED 207 858

A Portfolio of Energy Ideas: Social Studies.

ED 207 859

Universidad Nacional Abierta de Venezuela

A Course Evaluation System in an Open University.

ED 207 451

Universities

Partnership in Development: Canadian Universities and World Food. Background Study 45.

ED 207 845

Trends in University Instructional Development.

ED 207 528

University of Bridgeport CT

Goal-Assessment for Administrative Decision-Making.

ED 207 410

University of Calgary (Canada)

The Shrinking Maze. Report of the University of Calgary Program Review Committee.
ED 207 384

University of California Berkeley

The Changing Academic Market: General Trends and a Berkeley Case Study.
ED 207 454//

Survey of Immigrant and Refugee Students at the University of California, Berkeley.
ED 207 433

University of Delaware

The Effect of Proposed Reagan Administration Cuts on University of Delaware Financial Aid Programs. Special Report.
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Program Review: Administrative Units and Service Units, COPE Study 1979-80.
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University of Florida

[Microfiche/Audiotape and Teeth. An Experimental Trial of New Technology: The Second Year.]
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University of Guelph (Ontario)

Approaches to Rural Development: The Guelph Experience.
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University of Maine Orono

Using an Interactive Computer System to Teach Statistical Methods in Education.
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University of Maryland

Status of Recent Male and Female College Graduates. Research Report No. 5-81.
ED 207 465

University of Maryland College Park

A Profile of 1980 Entering Freshmen at the University of Maryland, College Park. Research Report No. 2-81.
ED 207 464

Student Types: Male and Female Changes Over a Decade. Research Report No. 14-80.
ED 207 461

University of New Brunswick

An On-Campus, Off-Campus Model for Native Indian Teacher Education.
ED 207 726

University of Toledo OH

Bibliographic Instruction to the Student of Foreign Language and Literature: A Feasibility Study.
ED 207 558

University of Toronto Library Automation Systems

Authorities and Standards in a Changing World.
ED 207 480

Unwed Mothers

Improving Services to Young Parents through CETA.
ED 208 110

Upper Asymptote Parameter (Testing)

An Upper Asymptote for the Three-Parameter Logistic Item-Response Model.
ED 207 996

Urban Education

Bilingual Education Community Study: Implementing Bilingual Education in an Urban Midwestern Context.
ED 207 727

Case Studies of Social Services in the Schools of Selected Cities. Final Report. Revised.
ED 208 082

An Examination of Achievement Related Behavior of High and Low Achieving Inner City Pupils.
ED 208 089

Urban Environment

The Adjustment of Native American Students to Public Schools in the East San Francisco Bay Area.
ED 207 729

Urban Schools

Building Coalitions for Educational Priorities.
ED 208 070

Collaborative Programs in Urban Schools: Case Studies.
ED 208 095

Effective Teacher Training and Urban School Improvement.
ED 207 949

Ethnographic Monitoring of Children's Acquisition of Reading/Language Arts Skills In and Out of the Classroom. Volumes I, II, and III. Final Report.
ED 208 096

Making Local School Development Work.
ED 208 098

Proceedings: Strategies for Urban School Improvement.
ED 208 084

Urban Universities

Working on the Urban Campus.
ED 207 453

Urbanization

Urbanization as a Context for a System of Functional News Beats.
ED 207 053

Use Studies

Comments on Progress Report: A Cost-Benefit Model of Some Critical Library Operations in Terms of Use of Serials (April 29, 1977) by Allen Kent and Others.
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Evaluating Library Services. New Mexico State Library Occasional Paper No. 8.
ED 207 560

User Satisfaction (Information)

The Spanish Speaking and Library Services: A Systematic Review and Analysis.
ED 207 753

USSR

Main Trends and Problems of Development of Librarianship in a Multinational State.
ED 207 483

The Soviet Jews. Fact Sheet Series #3.
ED 207 362

Utilities

Measuring Energy Conservation with Utility Bills.
ED 207 828

Validated Programs

The Standardized Assessment System for Youth Demonstration Projects. Knowledge Development Framework. Youth Knowledge Development Report 1.6.
ED 206 862

Validity

Learning Hierarchies in Instructional Development: Experiences and Directions for Research.
ED 207 510//

Quality Control and Product Information Systems. An Interim Report on Implementation, Use, and Effect in the R&D Utilization Program. Linking R&D with Schools.
ED 207 263

Value Engineering

Value Engineering. Technical Manual. School Facilities Development Procedures Manual.
ED 207 183

Values

Crime and the Decline of Values.
ED 207 876

Values, Inquiry, and Education. CSE Monograph Series in Evaluation, 9.
ED 207 886

Values Clarification

The Coalescence of Philosophy and Process in School Health Education.
ED 207 934

Venezuela

The Organization of the Distance Teaching Sub-System in an Open University.
ED 207 430

Venezuela (Caracas)

Day Care in Caracas: A Day Care Homes Program Evaluation Report. Volume I: Executive Summary.
ED 207 691

Ventures in Community Improvement**Project**

Jobs and Community Improvements-A Handbook for Enhanced Work Projects. Implementation Issues. Youth Knowledge Development Report 8.1.
ED 206 870

Verbal Ability

Early Cognitive Functioning: Sex and Race Differences.
ED 207 707

Issues in Testing for Competency.
ED 208 001

The Roles of Attention, Instruction, and Medium-Related Skills in Children's Television Viewing.
ED 207 491//

Student Learning of Concrete and Abstract Prose Under Systematically Varied Media Presentations.
ED 207 494//

Verbal Development

Infants' Mother-Stranger Discrimination and Cognitive Functioning Twelve Years Later.
ED 207 705

Verbal Learning

The Effects of a Networking Information Processing Strategy on the Learning of Field-Dependents When Receiving Visual Instructional Information.
ED 207 493//

Research in Progress: Toward a Procedure to Identify the Spontaneous Memory Strategies of Children.
ED 207 498//

Verbal Stimuli

Competition for Left Hemisphere Resources: Right Hemisphere Superiority at Abstract Verbal Information Processing.
ED 207 018

The Interaction of Learner Aptitudes with Instructional Treatment in Quadratic Inequalities.
ED 207 488//

Student Learning of Concrete and Abstract Prose Under Systematically Varied Media Presentations.
ED 207 494//

Verbs

Acquiring Different Senses of the Verb "To Know."
ED 207 358

Vernon Regional Technical College TX

Reading and Nursing Work Together.
ED 207 623

Veteran Educational Assistance Act 1981

H.R. 1400-Veterans Educational Assistance Act of 1981. Hearings before the Subcommittee on Education, Training and Employment of the Committee on Veterans' Affairs, House of Representatives, Ninety-Seventh Congress, First Session (Norfolk, Virginia, April 6, 1981). Vol. III.
ED 206 848

Veterans Administration

Rehabilitation, Education, Training and Employment Programs Administered by the Veterans' Administration. Hearing before the Subcommittee on Education, Training and Employment of the Committee on Veterans' Affairs, House of Representatives, Ninety-Seventh Congress, First Session.
ED 206 901

Veterans Education

H.R. 1400-The Veterans' Educational Assistance Act of 1981. Hearings before the Subcommittee on Education, Training and Employment of the Committee on Veterans' Affairs, House of Representatives, Ninety-Seventh Congress, First Session (March 17, 19, 1981). Vol. I.
ED 206 847

H.R. 1400-Veterans Educational Assistance Act of 1981. Hearings before the Subcommittee on Education, Training and Employment of the Committee on Veterans' Affairs, House of Representatives, Ninety-Seventh Congress, First Session (March 17, 19, 1981). Vol. II.
ED 206 847

Subject Index

- sentatives, Ninety-Seventh Congress, First Session (Norfolk, Virginia, April 6, 1981). Vol. III. ED 206 848
- Rehabilitation, Education, Training and Employment Programs Administered by the Veterans' Administration. Hearing before the Subcommittee on Education, Training and Employment of the Committee on Veterans' Affairs, House of Representatives, Ninety-Seventh Congress, First Session. ED 206 901
- Veterans Educational Assistance Program (GI Bill). ED 207 408
- Veterans Educational Assistance Act 1981**
H.R. 1400—The Veterans' Educational Assistance Act of 1981. Hearings before the Subcommittee on Education, Training and Employment of the Committee on Veterans' Affairs, House of Representatives, Ninety-Seventh Congress, First Session (March 17, 19, 1981). Vol. I. ED 206 847
- Victims of Crime**
Rape: The Role of Societal Norms and the Psychological Need for Control in the Attribution of Blame. ED 206 979
- The Treatment of Wife Abuse in Recent Social Science Literature. ED 206 981
- Videotape Recordings**
Affective Responses to the Literary and Cinematic Elements in an Educational Film: A Descriptive Investigation. ED 207 511//
- Vietnamese People**
Vietnamese Refugee Students: A Handbook for School Personnel. Second Edition. ED 208 109
- Violence**
The Treatment of Wife Abuse in Recent Social Science Literature. ED 206 981
- Virginia**
Awarding Educational Credit for CETA Training: A Plan of Action. ED 206 897
- Documentation of Assessment Systems Used by Prime Sponsors in the Evaluation of Training and Educational Attainment of Program Participants (Priority 6). ED 206 896
- An Overview of Library Networking in Virginia. ED 207 566
- The Preparation of Schools to Meet the Physical Education Requirements of P.L. 94-142. ED 207 960
- Visual Aids**
Visual Compositions: A Way to Teach Explicit and Implicit Text Factors in Content Areas. ED 207 003
- Visual Testing: An Experimental Assessment of the Encoding Specificity Hypothesis. ED 207 495//
- Visual Arts**
Course Syllabus for Grades 10-12, Art. Art 2 + 3. ED 207 936
- Course Syllabus for Grades 9-12, Art. Art I. ED 207 935
- Visual Compositions**
Visual Compositions and the Writing Process. ED 207 082
- Visual Impairments**
A Transitional Pre Vocational Training Program for Visually Impaired Severely Multiply Handicapped Youths. Final Report, September 4, 1980-June 18, 1981. ED 206 903
- Visual Learning**
Learning from Diagrams: Theoretical and Instructional Considerations. ED 207 518//
- Proceedings of Selected Research Paper Presentations at the 1981 Convention of the Association for Educational Communications and Technology and Sponsored by the Research and Theory Division (Philadelphia, Pennsylvania, April 1981).

- ED 207 487
- Relationship Between Eye Movement and Cognitive Information Acquisition Utilizing an Unobtrusive Eye Movement Monitoring Device. ED 207 507//
- Research in Progress: Toward a Procedure to Identify the Spontaneous Memory Strategies of Children. ED 207 498//
- Visual Compositions: A Way to Teach Explicit and Implicit Text Factors in Content Areas. ED 207 003
- Visual Testing: An Experimental Assessment of the Encoding Specificity Hypothesis. ED 207 495//
- Visual Literacy**
The Roles of Attention, Instruction, and Medium-Related Skills in Children's Television Viewing. ED 207 491//
- Visual Perception**
Bibliography of Pictorial Research Appearing in Selected Journals in 1980. ED 207 504//
- Visual Stimuli**
Competition for Left Hemisphere Resources: Right Hemisphere Superiority at Abstract Verbal Information Processing. ED 207 018
- The Effects of a Networking Information Processing Strategy on the Learning of Field-Dependents When Receiving Visual Instructional Information. ED 207 493//
- The Interaction of Learner Aptitudes with Instructional Treatment in Quadratic Inequalities. ED 207 488//
- The Role of Stimulus-Size on Performance in the Embedded-Figures-Test and in the Rod-and-Frame-Test and the Implications of This Role for the Perceptual and Cognitive Style Constructs in Educational Technology Research. ED 207 515//
- Student Learning of Concrete and Abstract Prose Under Systematically Varied Media Presentations. ED 207 494//
- Visual Learning Stimulus Considerations: Concept-Related Graphic, Arbitrary Graphic, and Verbal Label Symbols. ED 207 492//
- Visually Handicapped Mobility**
A Transitional Pre Vocational Training Program for Visually Impaired Severely Multiply Handicapped Youths. Final Report, September 4, 1980-June 18, 1981. ED 206 903
- Vocabulary**
A Dictionary of Reading and Related Terms. ED 207 036
- Handbook of English Language Problems with Remedial Instruction Techniques Enclosed. ED 207 064
- Vocabulary Development**
Acquiring Different Senses of the Verb "To Know." ED 207 358
- The Specific Vocabulary Needs of Academic Disciplines. ED 207 000
- Vocabulary Skills**
Increasing Toddlers' Vocabularies Through Picture-Reading. ED 207 682
- Vocal Music**
Notes on Grammar: Singing in ESL with Songs for the Grammar Class. ED 207 336
- Vocalization**
Infants' Mother-Stranger Discrimination and Cognitive Functioning Twelve Years Later. ED 207 705
- Vocational Adjustment**
Career Vitalization and Stress among Professors: An Attributional Model. ED 207 478

Vocational Education

313

- Evaluation of the Vocational Preparation and Success of Handicapped Individuals Who Reside in Rural Areas of Florida. Florida Rural Research Project. Final Report. ED 206 805
- First Year Teachers: Perceptions of Changes. ED 207 972
- Vocational Aptitude**
Vocational Assessment of Deaf Adults. Final Report, July 1, 1980-June 30, 1981. ED 206 905
- Vocational Assessment**
Final Report of the Vocational Rehabilitation Project (SREG 116), November 1980-June 1981. Part I. ED 206 882
- Vocational Education**
Advisory Councils on Vocational Education—Retrospect and Prospect. ED 206 804
- Alcohol Fuel Production for Vocational Students: Secondary, Postsecondary. ED 206 895
- American Indian Regional Community Education Development. Final Report. ED 207 752
- Catalog of Innovations Development. Innovative Programs in Vocational Education, 1981. Final Report, July 1, 1980-June 30, 1981. ED 206 821
- CETA/EDUC Linkages Workshops. Proceedings (Blacksburg, Virginia, June 12-13, 1980; Norfolk, Virginia, June 16-17, 1980; Fredericksburg, Virginia, June 23-24, 1980). ED 206 898
- Coordination of CETA and Vocational Education. Technical Assistance Guide. ED 206 846
- Development of Procedures for Assessing the Impact of Vocational Education Research and Development on Vocational Education (Project IMPACT). Volume 1—Context and Principles of Assessing Impact. ED 206 810
- Development of Procedures for Assessing the Impact of Vocational Education Research and Development on Vocational Education (Project IMPACT). Volume 2—A Case Study of the Illinois Occupational Curriculum Project. ED 206 811
- Development of Procedures for Assessing the Impact of Vocational Education Research and Development on Vocational Education (Project IMPACT). Volume 3—A Case Study of the Illinois Network of Exemplary Occupational Education Programs for Handicapped and Disadvantaged Students. ED 206 812
- Development of Procedures for Assessing the Impact of Vocational Education Research and Development on Vocational Education (Project IMPACT). Volume 4—A Case Study of Illinois Projects in Horticulture. ED 206 813
- Development of Procedures for Assessing the Impact of Vocational Education Research and Development on Vocational Education (Project IMPACT). Volume 5—A Case Study of Illinois Career Education Projects at the Awareness Level. ED 206 814
- Development of Procedures for Assessing the Impact of Vocational Education Research and Development on Vocational Education (Project IMPACT). Volume 6—Assessing the Impact of the Occupational Survival Skills Project. ED 206 815
- Development of Procedures for Assessing the Impact of Vocational Education Research and Development on Vocational Education (Project IMPACT). Volume 7—Case Studies of Two Illinois School Districts with Innovative Vocational Education Programs. ED 206 816
- Development of Procedures for Assessing the Impact of Vocational Education Research and Development on Vocational Education (Project IMPACT). Volume 8—A Field Study of Predicting Impact of Research and Development Projects in Vocational and Technical Education. ED 206 817

Development of Procedures for Assessing the Impact of Vocational Education Research and Development on Vocational Education (Project IMPACT). Volume 9-Executive Summary.

ED 206 818

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ED 206 799

Encouraging Linkages Between CETA Youth Programs and Vocational Education in the State of Connecticut. Final Report.

ED 206 937

Evaluation of Vocational Education Programs Serving Limited English Proficiency Students. An Analysis of the Illinois Three Phase System.

ED 206 855

Evaluation of Vocational Education Programs Serving Limited English Proficiency Students. An Analysis of the Illinois Three Phase System. Executive Summary.

ED 206 856

Field Test Results of a Workbook Approach to Improving the Self-Concepts and Motivation Levels of Vocational Students.

ED 206 914

Final Project Report of Optimizing Vocational Development in the Handicapped, September 1980-June 1981.

ED 206 893

Final Report of an Expansion of a Model for Development of Proficiency/Equivalency Tests for Clinical Laboratory Personnel, July 1, 1980-June 30, 1981.

ED 206 880

Final Report of Project S.I.D. (Strength in Differences), July 1, 1980-June 30, 1981.

ED 206 891

Final Report of Project V.G.I.P., July 1, 1980-June 30, 1981.

ED 206 885

Guide to Proposal Writing and Project Management in Vocational Education. Book 1: Planning a Proposal.

ED 206 819

Guide to Proposal Writing and Project Management in Vocational Education. Book 2: Project Management.

ED 206 820

Hispanic Vocational Exploration Project. Final Report.

ED 206 936

HOSA Competitive Event Guidelines. Health Occupations Students of America. Students with Special Needs.

ED 206 894

Identification, Assessment, and Placement of Limited English Proficiency Students in Vocational Education. A Study of Current Practices in Illinois.

ED 206 854

A Long-Range Follow-up of Post-Secondary Vocational, Technical and Adult Education Graduates. Final Report.

ED 206 859

On the Democratization of Education in the GDR.

ED 207 895

A Pilot Program to Provide Ownership Skills to Seniors in the Vocational Technical Schools and Other Educational Institutions. Year Three. Final Report.

ED 206 935

A Plan for Sex Equity in Postsecondary Vocational Programs, State of Hawaii.

ED 206 881

Planning Resource.

ED 207 653

Preparing Young People for the Work-Force: The Place of Literacy and Numeracy. Discussion Paper No. 8.

ED 206 908

Proceedings of the Annual Southern Research Conference in Agricultural Education (30th, Lubbock, Texas, July 21-23, 1981).

ED 206 873

Reading for Main Ideas and Details in Electronics.

ED 206 830

Reauthorization: Vocational Education Act. Position Statement of National Association of State Directors of Vocational Education.

ED 206 809

Resources in Vocational Education. Volume 13, Number 6. 1980.

ED 206 857

Secondary Special Education Accountability-Key for the 1980's.

ED 207 288

Secondary Special Education Programs: A Procedures Manual.

ED 206 800

A Study to Design and Implement Employer-Based Evaluation of 1980 Vocational Education Completers and Leavers. Final Report.

ED 206 933

Survey of Non-Completers and No-Shows of Vocational Programs in Colorado. Executive Summary (and) Technical Report.

ED 208 046

Transfer and Occupational Student Enrollment, Fall 1980-81. Analytical Studies Research Report 81-8.

ED 207 634

Vocational Curriculum Resource Assessment. Final Report.

ED 206 931

Vocational Education: Purposes, Roles, Responsibilities. Position Statement of National Association of State Directors of Vocational Education.

ED 206 808

Vocational Training and Skills Recertification: Program Components and Models of Vocational Training and Skills Recertification for Refugees.

ED 208 073

1979-1981 Vocational Education Improvement Projects.

ED 206 938

Vocational Education Act 1963

Reauthorization: Vocational Education Act. Position Statement of National Association of State Directors of Vocational Education.

ED 206 809

Vocational Education Teachers

An Assessment of Mainstream and Special Vocational Educator Involvement in the IEP Process and Related Inservice Needs.

ED 206 834

Needs Assessment Samples. Technical Assistance and Dissemination System: Illinois Special Needs Populations.

ED 206 838

Teacher Center Feasibility Study. Final Report.

ED 206 932

Updating and Upgrading Occupational Instructors: A Process Handbook.

ED 206 831

Vocational Curriculum Resource Assessment. Final Report.

ED 206 931

Vocational Followup

Evaluation of the Vocational Preparation and Success of Handicapped Individuals Who Reside in Rural Areas of Florida. Florida Rural Research Project. Final Report.

ED 206 805

Student Accountability Model (SAM) Operations Manual.

ED 207 644

A Study to Design and Implement Employer-Based Evaluation of 1980 Vocational Education Completers and Leavers. Final Report.

ED 206 933

Vocational High Schools

Technical Education in New Mexico High Schools.

ED 207 220

Vocational/Special Needs Support Services Pilot Project. Final Report, January 5, 1981-June 30, 1981.

ED 206 904

Vocational Rehabilitation

Final Project Report of Optimizing Vocational Development in the Handicapped, September 1980-June 1981.

ED 206 893

Final Report of the Vocational Rehabilitation Project (SREG 116), November 1980-June 1981. Part I.

ED 206 882

Final Report of the Vocational Rehabilitation Project (SREG 116), November 1980-June 30, 1981. Part II.

ED 206 883

Vocational Rehabilitation Project

Final Report of the Vocational Rehabilitation Project (SREG 116), November 1980-June 1981. Part I.

ED 206 882

Final Report of the Vocational Rehabilitation Project (SREG 116), November 1980-June 30, 1981. Part II.

ED 206 883

Vocational Schools

Impact Evaluation of the Area Vocational School Delivery System. Executive Summary (and) Technical Report.

ED 208 043

A Study of Admissions Criteria and Its Relationship to Achievement in Connecticut Regional Vocational Technical Schools.

ED 206 934

Voluntary Agencies

Oversight of the Domestic Volunteer Service Act, 1981. Hearing before the Subcommittee on Aging, Family and Human Services of the Committee on Labor and Human Resources, United States Senate, Ninety-Seventh Congress, First Session (April 9, 1981).

ED 206 874

Refugee Resettlement: An Outline for Service Planning and Delivery.

ED 208 100

Volunteers

Community in the Schools-To Teach a Craft and Study Oldtime Radio Humor.

ED 207 686

"Never Too Late..." Extending Continuing Education to the Elderly Homebound: Manual.

ED 207 638

Oversight of the Domestic Volunteer Service Act, 1981. Hearing before the Subcommittee on Aging, Family and Human Services of the Committee on Labor and Human Resources, United States Senate, Ninety-Seventh Congress, First Session (April 9, 1981).

ED 206 874

Wage and Price Controls

Fuller Employment with Less Inflation.

ED 206 850

Washington

School Facilities Development Procedures Manual.

ED 207 182

Student Rights and Responsibilities. Derechos y Responsabilidades de Estudiantes.

ED 207 740

Study of Student Housing Needs and Availability in Public Institutions of Higher Education.

ED 207 388

Washington (Tacoma)

The Decade Ahead: A Forecast of the Tacoma School District in the 1980s. A Report to the Tacoma School Board.

ED 208 106

Waste Disposal

Asbestos Abatement in Oklahoma Schools.

ED 207 185

Bidding Documents for Asbestos Abatement in Oklahoma Public Buildings.

ED 207 184

Water Quality Analysis

Inorganic Analyses in Water Quality Control Programs. Training Manual.

ED 207 832

Inorganic Analysis in Water Quality Control Programs. Instructor's Guide.

ED 207 833

Water Resources

Basic Laboratory Skills for Water and Wastewater Analysis. Report No. 125.

ED 207 819//

Inorganic Analyses in Water Quality Control Programs. Training Manual.

ED 207 832

Subject Index

Inorganic Analysis in Water Quality Control Programs. Instructor's Guide.

ED 207 833

A Sourcebook of Marine Activities Developed in the Milwaukee Great Lakes Summer Education Program, 1977 and 1978.

ED 207 851

Weekend Programs

Access to Bachelor's Degrees Through Evening and Weekend Courses, 1980.

ED 207 420

Weightlifting

Weight Training for Wheelchair Sports.

ED 207 302

Western Australian Institute of Technology

Impact Study: Staff Perceptions of Their Professional Lives. Occasional Papers No. 4.

ED 207 459

Wheelchairs

Principles and Practices for Championship Performances in Wheelchair Field Events.

ED 207 309

Weight Training for Wheelchair Sports.

ED 207 302

White House Conference Library Info Services

Report of President Jimmy Carter to the Congress of the United States Concerning the White House Conference on Library and Information Services.

ED 207 544

White House Conference on Families

The White House Conference on the Family: Some Observations.

ED 207 908

Whites

Measurement Error Models of Educational Attainment for Whites and Mexican-Americans.

ED 207 905

Sources of Black-White Earnings Differences.

ED 207 162

Wilderness Education Programs

An Alternative Feedback/Evaluation Model for Outdoor Wilderness Programs.

ED 207 745

The Recognition and Management of Burn-Out.

ED 207 744

Wisconsin

A Long-Range Follow-up of Post-Secondary Vocational, Technical and Adult Education Graduates. Final Report.

ED 206 859

A Selective Bibliography on School Materials: Selection and Censorship.

ED 207 568

Wisconsin (Milwaukee)

Bilingual Education Community Study: Implementing Bilingual Education in an Urban Midwestern Context.

ED 207 727

Wisconsin Pupil Assessment Program

1981 Local Option Testing Manual. Wisconsin Pupil Assessment Program.

ED 207 988

Withdrawal (Education)

Study of Students Who Withdrew from Courses during the Fall of 1980. Volume 10, Number 12.

ED 207 657

Survey of Students Who Stopped Attending a Course, Fall 1979. Volume 11, Number 5.

ED 207 662

Women in Development

An Analysis of Inquiries Regarding Women in Development as Directed to the Non-Formal Education Information Center by Development Planners, Practitioners, and Researchers.

ED 207 601

Womens Education

Making Experience Count in Vocational Education. A Guide to Help Vocational Educators Identify and Provide Recognition to Adult Women Who Have Vocationally-Relevant Life Experience Learning.

ED 206 876

Womens Studies

Changing Women's Self-Perceptions: The Impact of a Psychology of Women Course.

ED 206 961

The Progress of Self-Reported Androgynous Behavior in College Women.

ED 206 980

Word Processing

Business Office Practices Involving the Typewriter with Implications for Business Education Curricula. Monograph 136.

ED 206 878

Word Study Skills

Language Analysis: Critical Reading and Writing-What's the Connection?

ED 207 081

Work Attitudes

Cop Talk and Media Use.

ED 207 110

The Criminal Justice Doctorate: A Study of Doctoral Programs in the United States.

ED 207 391

The Influence of Selected Societal, University, and School Conditions on the Preparation and Practice of Teachers.

ED 207 962

Self-Esteem and Professionalism.

ED 206 975

Tracking Working Women. Final Report, August 1980-June 30, 1981.

ED 206 902

A Transitional Pre Vocational Training Program for Visually Impaired Severely Multiply Handicapped Youths. Final Report, September 4, 1980-June 18, 1981.

ED 206 903

Work Environment

Asbestos Abatement in Oklahoma Schools.

ED 207 185

Sexual Harassment in the Federal Workplace: Is It a Problem? A Report of the U.S. Merit Systems Protection Board Office of Merit Systems Review and Studies.

ED 206 960

Work Experience

Assessing Re-Entry Women's Life Experience Learning.

ED 206 970

Plan for the American Open University.

ED 207 455

Tracking Working Women. Final Report, August 1980-June 30, 1981.

ED 206 902

Updating and Upgrading Occupational Instructors: A Process Handbook.

ED 206 831

Work Experience Programs

An Evaluation of Work Experience Programmes Operating in Government Secondary Schools in Western Australia. Discussion Paper No. 10.

ED 206 909

Study of the Career Intern Program. Task D Final Report, Volume I. A Comparison of Implementation Issues in YEDPA Programs.

ED 207 994

Work Study Programs

Experience Based Career Education and the Mentally Handicapped Student.

ED 207 321

Workbooks

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ED 207 614

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ED 207 020

A Treasure Chest: Stories and Surprises.

ED 207 782

Workplace Democracy

Education and Organizational Democracy.

ED 207 218

Worksheets

Interaction Effects of Task Variables and Ability on Task Engagement.

ED 207 038

Writing Exercises

315

Workshops

NASA's Role in Aeronautics: A Workshop. Volume III - Transport Aircraft.

ED 207 863

NASA's Role in Aeronautics: A Workshop. Volume II - Military Aviation.

ED 207 862

NASA's Role in Aeronautics: A Workshop. Volume I - Summary.

ED 207 852

NASA's Role in Aeronautics: A Workshop. Volume IV - General Aviation.

ED 207 864

NASA's Role in Aeronautics: A Workshop. Volume VI - Aeronautical Research.

ED 207 866

NASA's Role in Aeronautics: A Workshop. Volume VII - Background Papers.

ED 207 867

NASA's Role in Aeronautics: A Workshop. Volume V - Rotorcraft.

ED 207 865

World Affairs

Peace, Security and the 1980 Elections.

ED 207 891

World Bank

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ED 207 249

Education: Politique Sectorielle. Troisième Edition. (Education: Sector Policy Paper. Third Edition.)

ED 207 248

(Education: Sector Policy Paper. Third Edition) [In Arabic; Japanese].

ED 207 247

World Problems

Global Housing Prospects: The Resource Constraints. Worldwatch Paper 46.

ED 207 898

Nutritional Problems and Policy in Tanzania. Cornell International Nutrition Monograph Series, Number 7 (1980).

ED 207 710

World Food Resources and Population: The Narrowing Margin.

ED 207 924

Writing (Composition)

Language Analysis: Critical Reading and Writing-What's the Connection?

ED 207 081

Visual Compositions and the Writing Process.

ED 207 082

Visual Compositions: A Way to Teach Explicit and Implicit Text Factors in Content Areas.

ED 207 003

Writing as a Way of Knowing-A Phenomenological View.

ED 207 058

Writing Across the Curriculum

Survey: Writing In the Content Area.

ED 207 062

Visual Compositions: A Way to Teach Explicit and Implicit Text Factors in Content Areas.

ED 207 003

Writing Difficulties

Articulation between High School Senior and College Freshman Composition: A Study of the Most Serious Writing Errors as Perceived by Mississippi High School and College English Instructors.

ED 207 061

Writing Evaluation

Error Analysis in Basic Writing.

ED 207 060

Handbook of English Language Problems with Remedial Instruction Techniques Enclosed.

ED 207 064

Syntactic Maturity and Grading: A Correlational Study.

ED 207 071

Writing Exercises

Producing Classroom Authors: Grades K-6.

ED 207 085

Writing Instruction

Basic Skills Programs at the City University of New York: Writing.

ED 207 073

Developing Writing Ability: Criteria for a Program for Teachers and Students.

ED 207 069

Effective Composition Teachers.

ED 207 063

Error Analysis in Basic Writing.

ED 207 060

Handbook of English Language Problems with Remedial Instruction Techniques Enclosed.

ED 207 064

Language Analysis: Critical Reading and Writing—What's the Connection?

ED 207 081

Producing Classroom Authors: Grades K-6.

ED 207 085

Survey: Writing In the Content Area.

ED 207 062

Thematic Issue: Intervening in the Writing Process.

ED 207 077

Visual Compositions and the Writing Process.

ED 207 082

Writing Processes

Developing Writing Ability: Criteria for a Program for Teachers and Students.

ED 207 069

A Psycholinguistic Descriptive Analysis of Six Selected Secondary IV Students' Perceptions of the Reading and Writing Processes and Their Language Performance: Case Studies of Above Average, Average and Poor Readers.

ED 207 002

Thematic Issue: Intervening in the Writing Process.

ED 207 077

Writing as a Way of Knowing—A Phenomenological View.

ED 207 058

Writing Research

Articulation between High School Senior and College Freshman Composition: A Study of the Most Serious Writing Errors as Perceived by Mississippi High School and College English Instructors.

ED 207 061

Six Reports on Free Writing: A Summary of the FRIS Project. "Didakometry" No. 61.

ED 207 083

Survey: Writing In the Content Area.

ED 207 062

Syntactic Maturity and Grading: A Correlational Study.

ED 207 071

Writing Skills

Articulation between High School Senior and College Freshman Composition: A Study of the Most Serious Writing Errors as Perceived by Mississippi High School and College English Instructors.

ED 207 061

Basic Skills Programs at the City University of New York: Writing.

ED 207 073

Performance in Literacy and Numeracy: 1980.

ED 208 056

Research on Writing: A Search for Objective Measures Related to Holistically Scored Essays.

ED 208 042

State Objectives: Reading, Writing, and Mathematics, Grades K-12. Basic Skills Assessment Program.

ED 208 065

Young Adults

Factbook on Youth. Research on Youth Employment and Employability Development. Youth Knowledge Development Report 2.5.

ED 206 863

Rural-Urban Differences in Sex Role Orientations.

ED 207 764

Stability and Change in Farming Plans: Results from a Longitudinal Study of Young Adults.

ED 207 761

Young Children

Early Cognitive Functioning: Sex and Race Differences.

ED 207 707

Youth Employment

Enhanced Work Projects—The Supported Work Approach for Youth. Youth Work Experience. Youth Knowledge Development Report 7.3.

ED 206 869

Factbook on Youth. Research on Youth Employment and Employability Development. Youth Knowledge Development Report 2.5.

ED 206 863

Knowledge Development under the Youth Initiatives—Proceedings of an Overview Conference (Waltham, Massachusetts, October 5-6, 1978). Knowledge Development Framework. Youth Knowledge Development Report 1.3.

ED 206 860

The Labor Market Experience of 14-21-Year-Olds. Research on Youth Employment and Employability Development. Youth Knowledge Development Report 2.6.

ED 206 864

The Local Focus on Youth. Program Evaluations. Youth Knowledge Development Report 3.15.

ED 206 866

Local Mixed Income Testing. Service and Participant Mix. Youth Knowledge Development Report 4.1.

ED 206 867

Rural Youth: Images from West Dorset. A Study of Young People in a Rural Area and the Extent of Youth Service Provision Afforded Them.

ED 207 731

Youth Employment and Demonstration Projects Act

Improving the Implementation of YEDPA Programs. Implementation Issues. Youth Knowledge Development Report 8.6.

ED 206 871

Jobs and Community Improvements—A Handbook for Enhanced Work Projects. Implementation Issues. Youth Knowledge Development Report 8.1.

ED 206 870

Knowledge Development under the Youth Initiatives—Proceedings of an Overview Conference (Waltham, Massachusetts, October 5-6, 1978). Knowledge Development Framework. Youth Knowledge Development Report 1.3.

ED 206 860

The Local Focus on Youth. Program Evaluations. Youth Knowledge Development Report 3.15.

ED 206 866

The Standardized Assessment System for Youth Demonstration Projects. Knowledge Development Framework. Youth Knowledge Development Report 1.6.

ED 206 862

Study of the Career Intern Program. Task D Final Report, Volume I. A Comparison of Implementation Issues in YEDPA Programs.

ED 207 994

Youth Problems

A Model for a Deinstitutionalization Program for Youthful Offenders.

ED 206 948

Youth Programs

Encouraging Linkages Between CETA Youth Programs and Vocational Education in the State of Connecticut. Final Report.

ED 206 937

Evaluative Research in Local Youth Programming—Using the Tools of Knowledge Development. Knowledge Development Framework. Youth Knowledge Development Report 1.5.

ED 206 861

Rural Youth: Images from West Dorset. A Study of Young People in a Rural Area and the Extent of Youth Service Provision Afforded Them.

ED 207 731

The Standardized Assessment System for Youth Demonstration Projects. Knowledge Development Framework. Youth Knowledge Development Report 1.6.

ED 206 862

Author Index

This index lists documents under the name(s) of their author(s). The index is arranged in alphabetical order by the person's last name.

As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the document can be found under that number in the resume section.

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Author ————— **Norberg, Kenneth D.**

Title ————— Iconic Signs and Symbols in Audiovisual Communication, An Analytical Survey of Selected Writing and Research Findings, Final Report.

ED 013 371 ————— Accession Number

Abelson, Hal

Teacher's Guide for Computational Models of Animal Behavior: A Computer-Based Curriculum Unit to Accompany the Elementary Science Study Guide "Behavior of Mealworms." Artificial Intelligence Memo No. 432.

ED 207 798

Abelson, Harold

Student Science Training Program in Mathematics, Physics and Computer Science. Final Report to the National Science Foundation. Artificial Intelligence Memo No. 393.

ED 207 808

Velocity Space and the Geometry of Planetary Orbits. Artificial Intelligence Memo No. 320.

ED 207 807

Abramowitz, Susan

Declining Enrollments: The Challenge of the Coming Decade. Summary Report.

ED 207 212

Agardy, Franklin J.

How to Read Faster and Better. The Evelyn Wood Reading Dynamics Program. How to Get Everything You Want from Anything You Read as Fast as You Can Think.

ED 207 017//

Agria, Mary A.

Enhancing Traditional and Innovative Rural Support Services.

ED 206 924

Ahnell, I. V.

Supervision: A Comprehensive Model.

ED 207 941

Akins, Carl, Ed.

Ethnography: A Research Tool for Policymakers in the Drug and Alcohol Fields. Symposium Papers.

ED 206 983

Albright, Leonard

An Assessment of Mainstream and Special Vocational Educator Involvement in the IEP Process and Related Inservice Needs.

ED 206 834

Alexander, George

Total Integrated Library Information System. Part 2. A Report on the Specific Design Phase: Identification and Evaluation.

ED 207 533

Allen, Deborah A.

Relationship-Focused Intervention with High-Risk Infants: First Year Findings.

ED 207 319

Allen, Rodney F., Ed.

Highlands County Energy Education Activities—High School Level.

ED 207 818

Altbach, Philip G., Ed.

Higher Education in American Society.

ED 207 405//

Alvarez, Gerardo, Ed.

Problemes en enseignement fonctionnel des langues (Problems in the Functional Teaching of Languages). Publication B-103.

ED 207 333

Alvermann, Donna E.

The Compensatory Effect of Graphic Organizer Instruction on Text Structure.

ED 208 019

Amodeo, Luiza B.

The Triple Bias: Rural, Minority and Female.

ED 207 758

Amor, Edward

The Playwrights-Directors Workshop.

ED 207 117

Anderson, Barry D.

Production of Academic Achievement as a Function of Teachers' Training, Experience and Salaries.

ED 207 240

Anderson, Betsy

Resources for Schools: 17. A Handbook for Planning and Organizing Advisory Councils for Special Education. Publication # 12060-575-448-80-CR.

ED 207 274

Anderson, Frances E.

Art for the Handicapped, 1978-1979.

ED 207 275

Anderson, James A.

Cop Talk and Media Use.

ED 207 110

Anderson, John R.

Complex Learning Processes.

ED 208 017

Anderson, Jonathan

Analysing the Readability of English and Non-English Texts in the Classroom with Lix.

ED 207 022

The Challenges of the Multicultural Classroom.

ED 207 023

Anderson, Linda M.

Student Responses to Seatwork: Implications for the Study of Students' Cognitive Processing.

ED 207 709

Anglin, Gary J.

The Interaction of Learner Aptitudes with Instructional Treatment in Quadratic Inequalities.

ED 207 488//

Ansah, Paul

Rural Journalism in Africa. Reports and Papers on Mass Communication No. 88.

ED 207 056

Argento, Barry J.

Alternative Education Models—Preliminary Findings of the Job Corps Educational Improvement Effort. Education and Training Approaches. Youth Knowledge Development Report 5.2.

ED 206 868

Arnold, Rick

Teaching Improvisation in the General Music Class. An Instructional Program.

ED 207 885

Arter, Judy

Evaluation Designs for Title I Summer Programs.

ED 208 088

Arubayi, Eric A.

A Study of the Problem-Solving Pattern of Selected Secondary School Principals in Bendel State of Nigeria.

ED 207 136

Ashcroft, S. C.

Evaluation and Research Program for the Portable Braille Recorder (PBR). Volume I. Final Report.

ED 207 267

Evaluation and Research Program for the Portable Braille Recorder (PBR). Volume II. Appendices to Final Report.

ED 207 268

Assael, Daniel, Ed.

Handicapped Children's Early Education Program. 1980-81 Overview and Directory.

ED 207 279

- Asser, Eliot**
A Description and Evaluation of the 1979 Summer Training Workshop. Roosevelt University and the Chicago Board of Education Teacher Corps Project-Program '78.
ED 207 957
- Astin, Alexander W.**
The American Freshman: National Norms for Fall 1980.
ED 207 404
- Ater, E. Carolyn, Ed.**
Senior Adult Consumer Advisory Manual.
ED 206 939
- Athanson, Mary**
Citizenship Rights and Responsibilities: 4th Grade.
ED 207 906
- Augenblick, John**
School Finance Reform in the States: 1981.
ED 207 132
- Aylesworth, Laurence**
Social Adjustment Services: Program Components and Models of Social Adjustment Services for Refugees.
ED 208 072
- Baacke, Clifford M.**
Cost Effectiveness of Premium Versus Regular Gasoline in MCPS Buses.
ED 208 048
- Bafundo, Donna R.**
In-Service Training Program for Library Professionals: A Report.
ED 207 536
- Bailey, Gerald D.**
Teacher Self-Assessment: A Means for Improving Classroom Instruction. Analysis and Action Series.
ED 207 967
- Bain, Bruce**
Language, Class, and Cultural Implications on First and Second Language Acquisition: A Cross-Cultural Study of Cognitive Consequences.
ED 207 360
- Baird, James**
Preparing for Collective Bargaining: The Players and the Game Play (an Introductory Approach).
ED 207 146
- Baker, Michael E.**
Why They Didn't Apply.
ED 207 403
- Bakken, David G.**
Regulation of Nonverbal Intimacy: Searching for an Adequate Methodology.
ED 207 115
- Balk, David Edward**
Sibling Death During Adolescence: Self Concept and Bereavement Reactions.
ED 207 721//
- Ballinger, Jack T.**
Chemical Science and Technology I. A Study Guide of the Science and Engineering Technician Curriculum.
ED 207 789
Chemical Science and Technology II. A Study Guide of the Science and Engineering Technician Curriculum.
ED 207 790
- Banks, Vera J.**
Farm Income Recipients and Their Families: A Socioeconomic Profile. Rural Development Research Report No. 30.
ED 207 755
Farm Population of the United States: 1980.
ED 207 762
- Barlow, Esther M.**
Annotated Bibliography of the Air Force Human Resources Laboratory Technical Reports-1979. Final Report.
ED 207 553
- Baron, Joan Boykoff**
Will the "Real" Proficiency Standard Please Stand Up?
ED 208 060
- Barr, Harriet L.**
The Problem-Drinking Drug Addict. Services Research Report.
ED 206 987
- Barron, Deborah**
National Survey of Economic Education, 1981. Grades Six Through Twelve.
ED 207 896
- Bartelo, Dennis M.**
Does the Clinic Work? An Investigation of Remedial Reading Instruction and Pupil Achievement.
ED 207 001
Structuring a Differentiated Language Arts Program for the Highly Able Reader in the Middle School.
ED 207 012
- Barton, Mark A.**
An Upper Asymptote for the Three-Parameter Logistic Item-Response Model.
ED 207 996
- Barufaldi, James P.**
The Frequencies & Origins of Scientific Misconceptions.
ED 207 846
- Baskett, H. K., Ed.**
Continuing Professional Education: Moving into the 80's. Conference Proceedings (Calgary, Alberta, October 22-24, 1980).
ED 206 877
- Bass, Ronald K.**
[Microfiche/Audiotape and Teeth. An Experimental Trial of New Technology: The Second Year.]
ED 207 525
- Bauder, Thomas A.**
Exercises in Cross-Cultural Communication for Teachers of English to Spanish Speakers. Handout Series.
ED 208 071
- Bay, Robert**
Materials and Fabrication Methods II. A Study Guide of the Science and Engineering Technician Curriculum.
ED 207 794
- Bayman, Piraye**
Analysis of Users' Intuitions About the Operation of Electronic Calculators. Report No. 80-4. Series in Learning and Cognition.
ED 207 550
- Beamer, Rufus W.**
Advisory Councils on Vocational Education-Retrospect and Prospect.
ED 206 804
- Beck, Terry F.**
Beginning Practicum Experiences: Anxiety and Its Consequences.
ED 206 944
- Becker, Ann De Vaney**
Toward a Grammar of Educational Television: Part II, Method.
ED 207 489//
- Becker, Wesley C**
Design and Measurement Issues in Follow Through Research.
ED 207 172
- Beckham, Joseph C.**
Legal Aspects of Teacher Evaluation.
ED 207 126//
- Bedient, Douglas**
Trends in University Instructional Development.
ED 207 528
- Bekerman, Roslyn, Comp.**
The International Directory of Child Development Research.
ED 207 719
- Belcastro, Philip A.**
The Coalescence of Philosophy and Process in School Health Education.
ED 207 934
- Bellon, Jerry J.**
A Study of School Discipline in Tennessee.
ED 207 151
- Belnap, W. Dean**
Child Abuse and Neglect: Public Education's Role in Identification and Prevention.
ED 207 149
- Benjamin, Ludy T., Jr., Ed.**
Activities Handbook for the Teaching of Psychology.
ED 207 881//
- Berdahl, Robert O., Ed.**
Higher Education in American Society.
ED 207 405//
- Beschner, George, Ed.**
Ethnography: A Research Tool for Policymakers in the Drug and Alcohol Fields. Symposium Papers.
ED 206 983
- Best, Deborah L.**
The Differential Effects of Frustration and Success Upon Competitive and Cooperative Behavior.
ED 206 969
- Bibby, Patrick J.**
Financing Community Colleges, 1981.
ED 207 631
- Bimes, Beverly J.**
[Dealing with Teacher Stress and Burnout.]
ED 207 145
- Bird, Patrick J.**
The Preparation of Schools to Meet the Physical Education Requirements of P.L. 94-142.
ED 207 960
- Bittle, Edgar H.**
Superintendent's Contracts-What Should They Say? The School Attorney's Point of View.
ED 207 137
- Black, John C.**
How to Improve and Evaluate the Principal's Performance.
ED 207 147
- Blackwell, Maree Macon**
Can Business Education Mainstream the Handicapped Into the Skills Areas?
ED 207 318
- Bland, June D.**
An Application of the PMI Model at the System Level: Evaluation of a Division in Central Administration.
ED 207 243
- Blobaum, Roger**
"Balancing Technological and Human Resources Development: A New Priority for Rural America."
ED 206 921
- Blohm, Paul J.**
Choosing a Text for the College Methods Course in Reading.
ED 207 027
- Bloom, Mitchell F.**
The Decade Ahead: A Forecast of the Tacoma School District in the 1980s. A Report to the Tacoma School Board.
ED 208 106
- Blue, Terry W.**
The Teaching and Learning Process (with Emphasis on Identification). Analysis and Action Series.
ED 207 968
- Blum, Irene H.**
The Effects of Written Language Awareness on First Grade Reading Achievement.
ED 207 033
- Blum, Leona**
Rural School Survey on English Teaching in Illinois, 1980.
ED 207 044
- Blumberg, Phyllis**
Medical Technology: Factors Contributing to Professional Attrition.
ED 207 413

Author Index

- Bode, Rita K.**
Comparison of Pretest and Reanalysis Results of an Item Bias Study. ED 208 036
- Bohrer, Bruce**
Study of Admission Requirements at a Select Group of Community Colleges in the United States. Volume 11, Number 11. ED 207 664
- Boochever, Stephen**
Improving Services to Young Parents through CETA. ED 208 110
- Booth, Barbara**
ERIC Abstractor/Indexer Workbook. Revised Edition. 1981. ED 207 614
- Boraks, Nancy**
1980 Culture Shock: Evolving Ethnographic Procedures to Study Adult Learning-To-Read Behaviors. ED 207 007
- Borman, Kathryn M.**
Children's Interpersonal Relationships: Playground Games and Social Cognitive Skills. Final Report. ED 207 697
- Bornell, Donald G.**
Movement Discovery Linking the Impossible to the Possible. ED 207 310
- Boston, Bedford D., Ed.**
Field Agency in Teacher Centers. (The concept of the agricultural extension agent applied to teacher centering in the United States). ED 207 958
- Boucher, Robert L.**
Leadership is Everybody's Business: Insights Into Sport Situations. ED 207 964
- Boukydis, Kathleen McGuire**
Existential/Phenomenology as a Philosophical Base for a Feminist Psychology. ED 206 966
- Boulter, Linda K.**
Predicting Social Competence: The Validity of the PIPS. ED 207 718
- Bourgeois, Charlotte**
Employment Services: Program Components and Models of Employment Services for Refugees. ED 208 101
- Bourgeois, Michelle**
Evaluation and Research Program for the Portable Braille Recorder (PBR). Volume III. Appendix 19, Digicassette Operating Manual. ED 207 269
- Bourke, S. F.**
Performance in Literacy and Numeracy: 1980. ED 208 056
- Bova, Breda Murphy**
Motivational Orientations of Senior Citizens Participating in the Elderhostel Program. ED 206 927
- Bovy, Ruth Colvin**
Instructional Design and Directed Cognitive Processing. ED 207 490//
- Bowden, Russell**
Feasibility of an IFLA Round Table on the Management of Library Associations. ED 207 482
- Bowen, Howard R.**
The Costs of Higher Education: How Much Do Colleges and Universities Spend per Student and How Much Should They Spend? ED 207 368
- Bowen, J. Donald**
Evaluating Contemporary Language-Teaching Methodologies through Historical Perspective. ED 207 339
- Brace, Lloyd**
Toward an American Rural Renaissance. The Role of Investment Capital in Rural Development. ED 206 920
- Bradtke, Jane Silverman**
Adaptive Devices for Aquatic Activities. ED 207 305
Desk and Chair Activities for Fun and Fitness. ED 207 303
- Brandt, Norman J.**
Financial Statistics of Institutions of Higher Education: Fiscal Year 1979. State Data. ED 207 378
- Braswell, Nell**
Following Written Directions: A Survival Skill. ED 207 026
- Braun, Kurt**
Development of Procedures for Assessing the Impact of Vocational Education Research and Development on Vocational Education (Project IMPACT). Volume 7-Case Studies of Two Illinois School Districts with Innovative Vocational Education Programs. ED 206 816
- Braverman, Marc**
The Roles of Attention, Instruction, and Medium-Related Skills in Children's Television Viewing. ED 207 491//
- Breeding, J.**
Cross-Cultural Sex Differences: Implications for Education. ED 206 994
- Breland, Hunter M.**
Assessing Student Characteristics in Admissions to Higher Education. A Review of Procedures. Research Monograph Number 9. ED 207 446
- Bresler, Marilyn**
Population and Enrollment Projections. Analytical Studies Research Report[s], 81-1 [and] 81-5. ED 207 622
Student Age and Ethnic Background, Fall 1979-80 and Fall 1972-73, Minority Group Enrollment Statistics, [and] Student Age Distributions, Fall 1980-81. Analytical Studies Research Reports, 80-4, 80-5, [and] 81-2. ED 207 621
Transfer and Occupational Student Enrollment, Fall 1980-81. Analytical Studies Research Report 81-8. ED 207 634
- Bricker, Diane**
Early Intervention: A Plan for Evaluating Program Impact. ED 207 277
- Briggs, James**
Survey: Writing In the Content Area. ED 207 062
- Bristow, Page S.**
Reading in Health/Physical Education/Recreation Classes. ED 207 973
- Broadhurst, Diane**
Child Abuse and Neglect Curriculum in Schools. ED 207 285
- Broderick, John**
Adapting-Sociology to the Changing Demands of General Education: The Use of Debate and Critical Analysis. ED 207 907
- Brooke, Martha L.**
Visual Learning Stimulus Considerations: Concept-Related Graphic, Arbitrary Graphic, and Verbal Label Symbols. ED 207 492//
- Broome, Benjamin J.**
The Expression of Differences in Intercultural Encounters. ED 207 090
- Broudy, H. S.**
Faculty Study in a Second Discipline: Survey of Fellows May 1981. ED 207 469
- Burd, Gene**
319
- Brown, Beverly B.**
New Directions in Social and Cultural Anthropology: Pushing Back the Chairs, Opening the Doors. ED 207 616
- Brown, Faith**
Five "R's" for Middle School. Strategies for Teaching Affective Education in the Schools. ED 207 953
- Brown, Geoffrey**
The Place of Language in Piagetian Theory. ED 207 055
- Brown, George H.**
El Estado de la Educacion para los Hispanos en los Estados Unidos (The Condition of Education for Hispanics in the United States). ED 207 767
- Brown, Lester R.**
World Food Resources and Population: The Narrowing Margin. ED 207 924
- Brown, Melissa Leath**
Acquiring Different Senses of the Verb "To Know." ED 207 358
- Brown, Peggy, Ed.**
Project Lodestar Special Report. ED 207 415
- Browning, Philip**
Advancing Your Citizenship: An Annotated Bibliography on Consumerism/Advocacy for Persons with Disabilities. Advancing Your Citizenship Series Number 2. ED 207 315
- Bryson, Charles H.**
Public Image of the University: Perceptions of High School Counselors. Institutional Research Report No. 81-19. ED 207 389
- Buccelli, Pamela**
A Competency-Based Clinical Chemistry Course for the Associate Degree Medical Laboratory Technician Graduate in a Medical Technology Baccalaureate Program. ED 207 432
- Buckner, Leroy**
Systematic Model for Validating Equipment Uses in Selected Marketing and Distribution Education Programs. Final Report, February 1, 1980-June 30, 1981. ED 206 822
- Budd, Diane M.**
Evaluation of the Vocational Preparation and Success of Handicapped Individuals Who Reside in Rural Areas of Florida. Florida Rural Research Project. Final Report. ED 206 805
- Buis, Joyce M.**
Movement Exploration as a Technique for Teaching Pre-Swimming Skills to Students with Developmental Delays. ED 207 314
- Bulaong, Grace**
Authorities and Standards in a Changing World. ED 207 480
- Buley-Meissner, Mary Louise**
Error Analysis in Basic Writing. ED 207 060
- Bumpus, J. Frank**
Career Vitalization and Stress among Professors: An Attributional Model. ED 207 478
- Buonaccorsi, Rick, Comp.**
Excellence Through Opportunity. ESEA Title I Reallocation Projects, 1979-1980. ED 208 069
- Burd, Gene**
Press Responsibility for Health News: Beyond Precision and Toward Prevention. ED 207 054
Urbanization as a Context for a System of Functional News Beats. ED 207 053

Buriel, Raymond

Acculturation and Biculturalism among Three Generations of Mexican American and Anglo American School Children.
ED 207 741

Burke, Fred G.

Handbook for Developing a Code of Conduct for Students.
ED 207 130

Burkhalter, Wayne

Alcohol Fuel Production for Vocational Students: Secondary, Postsecondary.
ED 206 895

Burns, Jerry

Refugee Resettlement: An Outline for Service Planning and Delivery.
ED 208 100

Burns, R. J.

Education, Society and Politics in Sweden. Monograph No. 2.
ED 207 877

Burr, Julie

Information for Community Action: A Demonstration of University/Public Library Cooperation in Meeting Community Groups' Information Needs. Final Report.
ED 207 545

Burt, Marvin R.

Psychosocial Characteristics of Drug-Abusing Women. Services Research Monograph Series.
ED 206 990

Burton, John K.

Effects of Semantic and Orthographic Interference on Prose Recall.
ED 207 041

Butler, Bill

Thirty-Third Annual Report of Indian Education in Eastern Oklahoma.
ED 207 736

Butler, Dennis G.

Coast Community Colleges Community Telephone Survey, 1980, Report Number 4. Tuning in on Channel 50: A Demographic Comparison of KOCE Watchers and Non-Watchers.
ED 207 647

Cabello-Argandona, Roberto

The Spanish Speaking and Library Services: A Systematic Review and Analysis.
ED 207 753

Cady, Edwin H.

The Big Game. College Sports and American Life.
ED 207 468//

Caffarella, Edward P.

Using an Interactive Computer System to Teach Statistical Methods in Education.
ED 207 594

Cahir, Stephen R.

It's Your Turn. Exploring Functional Language. Participant's Manual.
ED 207 357

Teacher Talk Works. Exploring Functional Language. Participant's Manual.
ED 207 356

Transitions: Activity between Activities. Exploring Functional Language. Participant's Manual.
ED 207 355

A Way with Words. Exploring Functional Language. Participant's Manual.
ED 207 352

What's What with Questions. Exploring Functional Language. Participant's Manual.
ED 207 353

When Is Reading? Exploring Functional Language. Participant's Manual.
ED 207 354

Cambra, Ronald E.

Developing an Introductory Speech Course Based on Student and Community Needs.
ED 207 101

Candelori, Elaine M.

HOSA Competitive Event Guidelines. Health Occupations Students of America. Students with Special Needs.
ED 206 894

Canelos, James

The Effects of a Networking Information Processing Strategy on the Learning of Field-Dependents When Receiving Visual Instructional Information.
ED 207 493//

Cannon, Mark W.

Crime and the Decline of Values.
ED 207 876

Carducci, Bernardo J.

Cross-Gender and Cross-Generational Perceptions of Sexuality.
ED 206 974

Cardwell, G. R.

Adapted Outward Bound Programmes: An Alternative for Corrections.
ED 207 746

Carey, James O.

Research in Progress: Toward a Procedure to Identify the Spontaneous Memory Strategies of Children.
ED 207 498//

Student Learning of Concrete and Abstract Prose Under Systematically Varied Media Presentations.
ED 207 494//

Carey, John

Implementing Interactive Telecommunications Services. Final Report on Problems Which Arise During Implementation of Field Trials and Demonstration Projects.
ED 207 524

Carl, Iris M.

These Programs Worked in Raising Math Scores. Clinic A-14.
ED 207 815

Caro, Francis G.

Leverage and Evaluation Effectiveness.
ED 208 054

Carpenter, Paul Jordan

An Intergenerational Study of the Psychosocial Atmosphere in the Families of Married Couples.
ED 206 973

Carr, Adam F.

Syllabus Design and Construction in Criminal Justice Education.
ED 207 395

Carr, Brian

Wusor II: A Computer Aided Instruction Program with Student Modelling Capabilities. AI Memo 417.
ED 207 587

Carroll, Mary R.

The Search and Screen Committee: A Simulation. Equity for Women in Higher Education Project.
ED 207 418

Carruth, Ellen

A Handbook for Hearing Officers. Revised.
ED 207 293

Carter, David G., Sr.

Competency Testing: Assessment or Politics? Draft.
ED 207 231

A State's Response to Discipline: A Case Study. Draft.
ED 207 230

Carter, Delores

Staff Development Program Evaluation--Application of a Peer Supervision Program.
ED 207 982

Carter, Jimmy

Report of President Jimmy Carter to the Congress of the United States Concerning the White House Conference on Library and Information Services.
ED 207 544

Carty, Maria A.

Strategies Used by Native Speakers in Native-Non-Native Conversations.
ED 207 323

Caulley, Darrel

Evaluation Case Histories as a Parallel to Legal Case Histories.
ED 207 989

Cavanaugh, Vince

Analog and Digital Electronics. A Study Guide of the Science and Engineering Technician Curriculum.
ED 207 788

Cepica, M. J.

Proceedings of the Annual Southern Research Conference in Agricultural Education (30th, Lubbock, Texas, July 21-23, 1981).
ED 206 873

Chabotar, Kent J.

An NIE Program and its Policy Context. Linking R&D with Schools.
ED 207 250

Chabotar, Kent John

Relationships between Local Contributions and the Success of a Federal School Improvement Program. Draft.
ED 207 254

A Study of the R&D Utilization Program. RDU Study and its Policy Context: Perspectives of Educational Policy Makers. A Memorandum.
ED 207 253

Chacon, Fabio J.

A Course Evaluation System in an Open University.
ED 207 451

The Organization of the Distance Teaching Sub-System in an Open University.
ED 207 430

Chambers, Jay G.

A Cost-Based Approach to the Funding of Educational Programs: An Application to Special Education.
ED 207 298

Chapin, Georganne

The Impact of Socioeconomic Development and Ecological Change on Health and Nutrition in Latin America. Cornell International Nutrition Monograph Series, Number 9 (1981).
ED 207 712

Chapman, Davis W.

Final Report of Project CHOICE: A Center for Helping Organizations Improve Choice in Education.
ED 207 471

Chapman, L. John

The Importance of the Notion of Cohesion for Teachers of Reading.
ED 206 997

Cheesman, Janice

Learning Activity Packet: Preparing a Budget. Technical Assistance and Dissemination System: Illinois Special Needs Populations.
ED 206 837

Cheney-Stern, Marilyn R.

Development of Procedures for Assessing the Impact of Vocational Education Research and Development on Vocational Education (Project IMPACT). Volume 1--Context and Principles of Assessing Impact.
ED 206 810

Development of Procedures for Assessing the Impact of Vocational Education Research and Development on Vocational Education (Project IMPACT). Volume 2--A Case Study of the Illinois Occupational Curriculum Project.
ED 206 811

Development of Procedures for Assessing the Impact of Vocational Education Research and Development on Vocational Education (Project IMPACT). Volume 3--A Case Study of the Illinois Network of Exemplary Occupational Education Programs for Handicapped and Disadvantaged Students.
ED 206 812

Development of Procedures for Assessing the Impact of Vocational Education Research and Development on Vocational Education (Project IMPACT). Volume 5--A Case Study of Illinois Career Education Projects at the Awareness Level.
ED 206 814

Development of Procedures for Assessing the Impact of Vocational Education Research and Development on Vocational Education (Project IMPACT). Volume 9--Executive Summary.
ED 206 818

Author Index

- Cheney, Michael R.**
Culture Writ Electronic: Themes in Television Advertising. ED 207 050
- Cheng, Helen Ngai-lung**
Learning and Performing: An Integrated Language Course at the Tertiary Level. ED 207 338
- Chiti, Robert A.**
Development of Procedures for Assessing the Impact of Vocational Education Research and Development on Vocational Education (Project IMPACT). Volume 6-Assessing the Impact of the Occupational Survival Skills Project. ED 206 815
- Choo, Chang Soh**
The Retrospective Singapore National Bibliography: The Task Ahead. ED 207 485
- Christensen, Douglas D.**
Curriculum Development: A Function of Design and Leadership. ED 207 213
- Christner, C. A.**
The J. R. Syndrome: Administrator Bias in Teacher Evaluation. Publication Number 80.51. ED 207 229
- Chromy, James R.**
Year 11 Primary Sample for the National Assessment of Educational Progress. Final Report. ED 208 008
- Chugh, Amarjeet**
Developing a Strategy for Minimizing Underachievement Through Teacher Classroom Behavior. ED 207 725
- Cirincione-Coles, Kathryn, Ed.**
The Future of Education: Policy Issues and Challenges. ED 207 188//
- Cisternas, Eladio**
Strategies for Identification and Academic Development of the Gifted/Talented Bilingual Student. ED 207 290
- Claffey, Joan M.**
An Analysis of Inquiries Regarding Women in Development as Directed to the Non-Formal Education Information Center by Development Planners, Practitioners, and Researchers. ED 207 601
The Non-Formal Education Information Center and Network. A Report of Progress. Annual Report of the NFE Network Project: Operating a Clearinghouse on NFE Information (September 1979-August 1980) and Two Semi-Annual Reports of the NFE Network Projects: Providing Technical Assistance in Creating LDC National/Regional Information Centers (March 1980-August 1980; September 1980-February 1981). ED 207 613
- Clark, Douglas W.**
Basic Laboratory Skills for Water and Wastewater Analysis. Report No. 125. ED 207 819//
- Clark, Elvis G.**
Note-Making with T-Notes. ED 207 008
- Clark, J. R.**
National Survey of Economic Education, 1981. Grades Six Through Twelve. ED 207 896
- Clark, Richard C., Ed.**
A Portfolio of Energy Ideas: Science. ED 207 858
A Portfolio of Energy Ideas: Social Studies. ED 207 859
- Clark, W.**
Job Market Reality for Postsecondary Graduates. Employment Outcome by 1978. Two Years after Graduation. ED 207 467
- Clarke, Peter**
Communicating Innovations Via Television: A Study of Learning Within a Social Context. ED 207 103
- Clements, Richard O.**
Self-Esteem and Academic Behavior Among Elementary School Children. ED 206 995
- Clymer, S. J.**
Advanced Multiple Processor Configuration Study. Final Report. ED 207 552
- Coats, Pamela K.**
Comparison of Difficulties and Reliabilities of Math-Completion and Multiple-Choice Item Formats. ED 208 028
- Cobb, Herman, Jr.**
Application of the PMI Model at the System Level: Evaluation of a Systemwide Program Implementation. ED 207 238
- Cochran, Judith**
Interpersonal Needs of Remedial Readers. ED 207 031
- Cohen, Arie**
The Problem-Drinking Drug Addict. Services Research Report. ED 206 987
- Cohen, Arthur M.**
Searching for Quality. ED 207 626
- Cohen, Herbert G.**
The Use of Manipulatives and Their Effect on the Development of Spatial Conceptualizations. ED 207 860
- Cohen, Robert**
Serving Troubled Children: Program and Policy Planning for the Future. ED 206 992
- Coker, Dolores Muga**
Motivating the Mexican-American Student Towards Higher Education. ED 207 739
- Cole, Helen**
Teacher's Guide to Newspaper in Education. ED 207 065
- Cole, John Y., Ed.**
The International Flow of Information: A Trans-Pacific Perspective. The Center for the Book. Viewpoint Series, No. 7. ED 207 537
- Colten, Mary Ellen**
Heroin-Addicted Parents and Their Children. Two Reports. Services Research Report. ED 206 988
- Connell, Elaine C.**
Roles, Competencies and Leadership Qualities of Administrators and Supervisors: An Annotated Bibliography. ED 207 246
- Conrad, John P.**
Two Views of Criminology and Criminal Justice: Definitions, Trends, and the Future. ED 207 394
- Content, Robin**
The Changing Academic Market: General Trends and a Berkeley Case Study. ED 207 454//
- Cook, Linda L.**
IRT Equating: A Flexible Alternative to Conventional Methods for Solving Practical Testing Problems. ED 208 038
Score Equating and Item Response Theory: Some Practical Considerations. ED 208 023
- Cooke, Robert A.**
Problems of Complex Systems: A Model of System Problem Solving Applied to Schools. ED 207 164
- Cooley, Max G.**
Continuing Education for Business. Monograph 134. ED 206 879
- Copp, James H.**
"Rural America: The Present Realities and Future Prospects." ED 206 918
- Cordova, Rose Mary**
Identification, Assessment, and Placement of Limited English Proficiency Students in Vocational Education. A Study of Current Practices in Illinois. ED 206 854
- Cornette, James**
Elaborating the Reading Curriculum for the Gifted. ED 207 016
- Cornette, James H.**
Structuring a Differentiated Language Arts Program for the Highly Able Reader in the Middle School. ED 207 012
- Courtney, Judith A.**
Keep Your Eye on the Moving Target: Planning Mass Media for Public Health Interventions. ED 207 094
- Covert, Catherine L.**
Journalism History and Women's Experience: A Problem in Conceptual Change. ED 207 045
- Cox, Dealous L.**
The Board's Responsibility for Attracting and Landing the Best Teaching Staff. ED 207 142
- Craig, Jerry**
Science and Engineering Graphics I. A Study Guide of the Science and Engineering Technician Curriculum. ED 207 796
- Cramer, Ray**
A Plan for Improving Instruction and Services for Developmental Skills Students at Fresno City College. ED 207 656
- Crawford, Michael E.**
The Assessment Process in Recreation with Severely and Profoundly Retarded Populations. ED 207 300
- Crouse, Roy H.**
Sexuality and Student Development: Sexual Anxiety As It Relates to Chickering's Vectors. ED 206 978
- Culbertson, Frances M.**
U.S.S.R.-Children and Schooling. ED 207 926
- Culbertson, Robert G.**
Syllabus Design and Construction in Criminal Justice Education. ED 207 395
- Curtis, Douglas R.**
Impact Evaluation of the Area Vocational School Delivery System. Executive Summary (and) Technical Report. ED 208 043
- d'Anglejan, Alison**
Difficultés d'apprentissage de la langue seconde chez l'immigrant adulte en situation scolaire: Une étude dans le contexte québécois (Adult Immigrants' Problems in Learning a Second Language in an Academic Setting: A Study in the Context of Quebec Culture and Practice). Publication B-101. ED 207 332
- Dale, Emily Dunn**
The White House Conference on the Family: Some Observations. ED 207 908
- Daniel, Gary S.**
Variables Associated With Effective Schooling. ED 207 221

- Darnell, Frank**
Rural Education: A New Research Centre Looks at Some Perennial Problems. ED 207 781
- Dashiell, Dick**
Report on the Annual Meeting of the American Association of University Professors (67th, George Washington University, Washington, D.C., June 12-13, 1981). ED 207 458
- Davies, Alton L.**
Trustee Liability and Legal Responsibility. ED 207 652
- Davies, Margaret H.**
Adult Education Community Project and Planned Parenthood. A Study of an Inter-Agency Project in Honduras, Central America. ED 206 828
- Davis, Archie D.**
Note-Making with T-Notes. ED 207 008
- Davis, Diane J.**
Levels and Types of Curriculum and Instructional Design Skills Presently Offered in Pennsylvania Teacher Education Programs. ED 207 950
- Davis, Walter E.**
Motor Skill Development in Young Children: Current Views on Assessment and Programming. ED 207 672
- Davison, Alice, Ed.**
Text Readability: Proceedings of the March 1980 Conference. Technical Report No. 213. ED 207 021
- Dawson, George**
The Economics of Aging: A Guide for Independent Study. ED 207 913
- Dawson, R.**
An Alternative Feedback/Evaluation Model for Outdoor Wilderness Programs. ED 207 745
- Dawson, Rob**
The Recognition and Management of Burn-Out. ED 207 744
Staff Development: Developing a Top-Notch Staff in an Outdoor Wilderness Program Is Similar to Building an Orchestra. ED 207 747
- de Leon, Victor**
Basic Skills Programs at the City University of New York: English as a Second Language. ED 207 074
- de Lorenzo, Kathryn Brue**
Cerebral Language Arrangement for Mexican Americans. ED 207 330
- de Ruesta, Maria Carlota**
Day Care in Caracas: A Day Care Homes Program Evaluation Report. Volume I: Executive Summary. ED 207 691
- de Vidal, Amalia Barrios**
Day Care in Caracas: A Day Care Homes Program Evaluation Report. Volume I: Executive Summary. ED 207 691
- DeAre, Diana**
Farm Population of the United States: 1980. ED 207 762
- Dearman, Nancy B.**
The Condition of Education: 1981 Edition. Statistical Report. ED 207 186
- Dechant, Emerald**
Teacher's Directory of Reading Skill Aids and Materials. ED 207 032//
- Deck, Dennis**
Evaluation Designs for Title I Summer Programs. ED 208 088
- Deckel, Walter**
Measuring Energy Conservation with Utility Bills. ED 207 828
- Deegan, James**
Evaluation of ADVANCE: A Nontraditional Adult Diploma Program. ED 206 807
- Deenan, Vincent Daniel**
Planning Residential and Vocational Services for Mentally Retarded Young Adults: Parents' Choices. ED 207 283
- Dege, Dolores Bolon**
Format and Evaluation of the Cross-Cultural Component of a Foreign Teaching Assistant Training Program. ED 207 100
- Delaloye, Joan E.**
"Never Too Late..." Extending Continuing Education to the Elderly Homebound: Manual. ED 207 638
- DeLuca, Emeric**
Writing as a Way of Knowing—A Phenomenological View. ED 207 058
- DeMauro, Gerald E.**
Achievement in Basic Skills Improvement, 1981. ED 208 050
- DeMelo, Hermes T.**
Visual Testing: An Experimental Assessment of the Encoding Specificity Hypothesis. ED 207 495//
- Denbo, Phyllis**
Telecommunications: A Labor Market Analysis. New Jersey Manpower Series. Volume 1. ED 207 423
- Denbo, Sheryl**
A School Principal's Guide to Incentives to Promote Educational Equity for Girls and Boys. Final Report. ED 207 222
- Denemark, George, Ed.**
Toward a Research Base for the Least Restrictive Environment: A Collection of Papers. ED 207 978
- Dennis-Rounds, Jan**
Student Survey: Exit Spring '80. ED 207 648
- Denno, Deborah**
Early Cognitive Functioning: Sex and Race Differences. ED 207 707
- Derevensky, Jeffrey L.**
An Examination of Achievement Related Behavior of High and Low Achieving Inner City Pupils. ED 208 089
- Deshaies, Denise**
Le français parle dans la ville de Québec: une étude sociolinguistique (The Spoken French in the City of Québec: A Sociolinguistic Study). Publication G-1. ED 207 341
- DeZee, Matthew R.**
The Productivity of Criminology and Criminal Justice Faculty. ED 207 392
- Dias, Patrick X.**
Developing Writing Ability: Criteria for a Program for Teachers and Students. ED 207 069
- Diaz, Joseph O. Prewitt**
Home-School Discrepancies and the Puerto Rican Exceptional Child. ED 207 292
- DiBello, Louis V.**
Optimization of Computerized Drills: An Instructional Approach. ED 207 555
- Dietrich, Gunter**
On the Democratization of Education in the GDR. ED 207 895
- Dills, Charles R.**
[Microfiche/Audiotape and Teeth. An Experimental Trial of New Technology: The Second Year.] ED 207 525
- Dimun, Bonnie**
Tracking Working Women. Final Report, August 1980-June 30, 1981. ED 206 902
- Dionne, Jean-Paul**
A Relationship Between Hemisphericity and Psycho-Epistemology. ED 207 509//
- diSessa, Andrea A.**
On "Learnable" Representations of Knowledge: A Meaning for the Computational Metaphor. AI Memo 441. ED 207 588
- diSessa, Andy**
Student Science Training Program in Mathematics, Physics and Computer Science. Final Report to the National Science Foundation. Artificial Intelligence Memo No. 393. ED 207 808
- Dixon, Ford**
Guide to the Intergration of Selected Concepts of Economics into the History Curriculum of Fort Worth Country Day School. ED 207 879
- Dixon, Peggy**
Physics of Mechanical, Gaseous, and Fluid Systems. A Study Guide of the Science and Engineering Technician Curriculum. ED 207 795
- Doebbeling, Brad**
Sexuality and Student Development: Sexual Anxiety As It Relates to Chickering's Vectors. ED 206 978
- Dominguez, Domingo**
Measuring Degree of Implementation of Bilingual Education Programs: Implications for Staff Development and Program Evaluation. Bilingual Education Paper Series, Vol. 4 No. 5. ED 207 993
- Donald, Janet Gail**
The Contribution of Psychology to Canadian Higher Education. ED 207 427
- Dorn, Fred J., Jr.**
Submission, Rejection, Frustration: Perhaps There Isn't A Better Way. ED 207 473
- Dornbusch, Sanford M.**
The Stratification of Socialization Processes: A View from the Classroom. ED 207 874
- Dorsett, Rebecca**
Production of Academic Achievement as a Function of Teachers' Training, Experience and Salaries. ED 207 240
- Dougherty, John W.**
Summer School: A New Look. Fastback 158. ED 207 127
- Doughty, Phillip**
Cost Effectiveness and the Community School. Proceedings of a symposium of the American Educational Research Association (Los Angeles, California, April 13-17, 1981). ED 207 227
- Douglas, Joel M.**
The Yeshiva Case: One Year Later. ED 207 375
- Douma, Elaine, Comp.**
A Career Education Sampler: Teaching Ideas for Grades K-3. ED 206 888

Author Index

- A Career Education Sampler: Teaching Ideas for Grades 4-6.
ED 206 889
- A Career Education Sampler: Teaching Ideas for Grades 7-9.
ED 206 890
- Dowdy, Irene**
Evaluation Case Histories as a Parallel to Legal Case Histories.
ED 207 989
- Downes, Donna Roman**
The Effect of Changing American Social Values on the Editorial Content, Style and Management of Newspapers.
ED 207 051
- Drahmann, Theodore**
The Catholic School Principal: An Outline for Action.
ED 207 202
- Dresbach, Debra**
Civil Law: 12 Activities.
ED 207 880
- Dressel, Paul L.**
Administrative Leadership. Effective and Responsive Decision Making in Higher Education.
ED 207 472//
- Driscoll, Robert**
Supervision: A Comprehensive Model.
ED 207 941
- Duchastel, Philippe**
Analyzing Functions of Illustrations in Text.
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- Duffy, Barbara**
Languages: The Plus in Today's World.
ED 207 365
- Dukerich, Janet M**
The Search for Disconfirming Information in Memory-Based Person Judgments.
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- Dunay, Paul K.**
Using Memory Schemata to Comprehend Scripted Texts.
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- Duncan, E. B.**
Qualified Citation Indexing: Its Relevance to Educational Technology.
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- Dunn, Bruce R.**
Relation of Conjugate Lateral Eye Movements to Inferential Reasoning and Semantic Comprehension.
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- Dunn, John M.**
A Data Based Gymnasium: A Systematic Approach to Physical Education for the Handicapped.
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- Dunnell, P.**
An Evaluation of Work Experience Programmes Operating in Government Secondary Schools in Western Australia. Discussion Paper No. 10.
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- Duryea, E. D.**
The Corporate Authority of Governing Boards of Colleges and Universities at the Turn of the Century: A Review of Statutes and Court Decisions.
ED 207 457
- Dutrow, Anita Marceca**
An Analysis of the Relationships of Academic Success and Selected Achievement/Attitude Tests.
ED 207 636
- DuVall, Charles R.**
A Co-operative Educational Program: The Presentation of Museum Artifact Kits in Community Elementary Schools.
ED 207 534
- DuVander, Sandra**
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- Dziuban, Charles**
An Effective Model of In-Service Workshops for Elementary Teachers.
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- Eade, Gordon E.**
Promoting Classroom Teacher Research.
ED 207 951
- Earl, L. M.**
Early Identification System: Year Two. Research Report 80-15.
ED 207 677
- Tutoring: Putting It All Together.
ED 207 024
- Easterday, Kenneth E., Comp.**
Activities for Junior High School and Middle School Mathematics. Readings from the "Arithmetic Teacher" and the "Mathematics Teacher."
ED 207 843//
- Eastmond, Nick**
Starting a Regional Consortium in Instructional Development: Lessons after Four Years of Experiential Learning.
ED 207 593
- Ebel, Robert L.**
Issues in Testing for Competency.
ED 208 001
- Edwards, Claudia F.**
Tracking Talents: Strategies for Collecting Resources.
ED 207 940
- Edwards, Sarah**
Statistical Profile 1979-80.
ED 208 063
- Eiden, Leo J.**
Education in the United States: Statistical Highlights Through 1979-80.
ED 207 135
- Eignor, Daniel R.**
Score Equating and Item Response Theory: Some Practical Considerations.
ED 208 023
- Ekstrom, Ruth B.**
Assessing Re-Entry Women's Life Experience Learning.
ED 206 970
- El-Hanafy, Mohammad Ghanim**
Study of Aspirations, Attitudes and Motivational Structure of Adolescent Girl Students of Iraq for Out-of-Home Jobs.
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- Elam, Stanley M., Comp.**
Cream of the Kappan, 1956-1981.
ED 207 930
- Elgas, Peggy**
Home Based Information Packet.
ED 207 695
- Elias-Olivares, Lucia**
A Search for Congruency in Language Proficiency Testing: What the Tests Measure-What the Child Does.
ED 207 345
- Elsea, Kenneth J.**
Doing Communication in the "Real World": Strategies for Teaching Non-Traditional Students.
ED 207 112
- Elsman, Max**
Industry-Education-Labor Collaboration: An Active Guide for Collaborative Councils.
ED 206 907
- Elton, Martin C. J.**
Implementing Interactive Telecommunications Services. Final Report on Problems Which Arise During Implementation of Field Trials and Demonstration Projects.
ED 207 524
- Elwell, William C., Ed.**
The Importance of Native American Studies in the Social Studies Curriculum. Occasional Paper #8.
ED 207 878
- Endo, Russell**
Race and Educational Ambitions: The Case of Japanese Americans.
ED 207 890
- Endriss, J. R.**
The Labor Market Experience of 14-21-Year-Olds. Research on Youth Employment and Employability Development. Youth Knowledge Development Report 2.6.
ED 206 864
- England, Geneva**
Articulation between High School Senior and College Freshman Composition: A Study of the Most Serious Writing Errors as Perceived by Mississippi High School and College English Instructors.
ED 207 061
- Engleberg, Isa N., Ed.**
Prince George's Community College Marketing Plan, 1981-1982.
ED 207 625
- Erickson, Donald A.**
Cooperative Competition and Free Choice: The Results of a Two-System Open School Enrollment Policy. Final Report.
ED 207 235
- Erickson, Ellen**
Refugee Orientation: Program Components and Models of Orientation for Refugees, Sponsors and Service Providers.
ED 208 074
- Erickson, Lawrence W.**
Business Office Practices Involving the Typewriter with Implications for Business Education Curricula. Monograph 136.
ED 206 878
- Estill, Robert**
Interpreting Idioms.
ED 207 040
- Ethridge, James**
Development of Procedures for Assessing the Impact of Vocational Education Research and Development on Vocational Education (Project IMPACT). Volume 4-A Case Study of Illinois Projects in Horticulture.
ED 206 813
- Euster, Joanne R.**
Changing Patterns in Internal Communication in Large Academic Libraries. Occasional Paper Number 6.
ED 207 602
- Evans, Bob**
An APPLE a Day Will Keep the Text Away! or Using Microcomputers in Elementary Algebra.
ED 207 651
- Evans, Joyce**
Increasing Toddlers' Vocabularies Through Picture-Reading.
ED 207 682
- Evans, Richard B.**
The "Roar of Chatter" in the Library at San Joaquin Delta College. Research Project.
ED 207 556
- Evans, Robert A.**
Case Studies in Higher Education Ministries.
ED 207 387
- Evertson, Carolyn M.**
Multilevel Analyses of Teacher-Student Relationships in Junior High Classrooms.
ED 208 041
- Faber, Ronald J.**
Antecedents of Children's Comprehension of the Purpose of Television Advertising.
ED 207 049
- Fair, Jenn**
A Rationale for Social Studies Education in Michigan.
ED 207 919
- Farr, Roger**
Reading: Trends and Challenges. What Research Says to the Teacher.
ED 207 005

- Farris, Elizabeth**
Access to Bachelor's Degrees Through Evening and Weekend Courses, 1980. ED 207 420
- Farstrup, Alan E.**
Reading in Health/Physical Education/Recreation Classes. ED 207 973
- Fedje, Cheryl G.**
Impact Research Focusing on Mildly Mentally Handicapped Students in Secondary Vocational Consumer and Homemaking Programs in Minnesota. ED 206 899
- Feiman, Sharon**
A Consumer's Guide to Teacher Development. ED 207 970
Problems of Equity in Developmental Approaches. ED 207 971
- Feld, Marcia Marker**
On the Feasibility of a Grade Level Reorganization for the Providence School System. Volumes I and II. Final Report. ED 208 079
- Feldman-Rotman, Susan**
The Dual-Profession Family and Children's Sex-Role Preferences. ED 207 722
- Felice, Lawrence G.**
Bilingual Education and Affective Outcomes: The Past Ten Years and the Mexican American Experience. ED 207 730
- Felkenes, George T.**
The Criminal Justice Doctorate: A Study of Doctoral Programs in the United States. ED 207 391
- Fetterman, David M.**
Study of the Career Intern Program. Final Technical Report-Task C: Program Dynamics: Structure, Function, and Interrelationships. ED 206 843
- Fey, James T.**
Mathematics Teaching Today: Perspectives from Three National Surveys. ED 207 842//
- Fey, John T.**
The Corporate Stake in Higher Education: An Underdeveloped Potential. ED 207 419
- Findlay, E. Weldon**
Approaches to Rural Development: The Guelph Experience. ED 207 778
- Finer, Neal B.**
La Experiencia Mexicana (The Mexican Experience). Volumes I and II. ED 207 766
- Fishbein, Toby, Ed**
Preserving Your Historical Records. Proceedings of the Symposium Held at Drake University (Des Moines, Iowa, October 21-22, 1978). ED 207 546
- Fisher, Arnold**
Product Evaluation of the Counseling and Career Guidance Component of the Detroit Desegregation Court Order. ED 208 112
- Fitch, Michael J.**
Correlations Between the McCarthy Scales of Children's Abilities and the Bayley Scales of Infant Development. ED 208 034
- Fitzpatrick, Anne R.**
Validating Decisions Made with Criterion-Referenced Tests. ED 208 025
- Fjallbrant, Nancy, Ed.**
NVBF Anglo-Scandinavian Seminar on Library User Education. Proceedings (Gothenburg, Sweden, November 2-4, 1976). ED 207 564
- Flagg, Barbara N.**
Comprehension of Text and Pictures. Final Report. ED 207 013
- Fletcher, Wendell**
Rural Land Use: A Need for New Priorities. ED 206 922
- Floden, Robert E.**
A Consumer's Guide to Teacher Development. ED 207 970
Problems of Equity in Developmental Approaches. ED 207 971
- Foat, Classic M.**
Study of the Career Intern Program. Task D: Final Report, Volume 2. Comparisons of the CIP with Other Similar Youth Programs. ED 206 844
- Folke, Carolyn, Comp.**
A Selective Bibliography on School Materials: Selection and Censorship. ED 207 568
- Forest, Robert**
Democratic Leadership by Managing Meetings for Effective Group Decision-Making. ED 207 153
- Fouts, Joyce**
Expanding Career Options: A Model Sex Equity Program. Participant Guide. ED 206 951
- Fowler, Clifford F.**
The Transport Requirements of P.C.A.P. Field Staff in the South-West and Central Priority Country Areas. Priority Country Area Program Evaluation Series: Report No. 7. ED 207 733
- Fowler, Mark S.**
Remarks of Mark S. Fowler, Chairman, Federal Communications Commission. ED 207 088
- Fox, Maryfaith F., Comp.**
[Parenting for Parents and Professionals and Group Interaction: An Annotated Bibliography.] ED 207 683
- Frankel, Steven M.**
Cost Effectiveness of Premium Versus Regular Gasoline in MCPS Buses. ED 208 048
- Fraser, Bryna Shore**
Industry-Education-Labor Collaboration: The Literature of Collaborative Councils. ED 206 906
- Fratoe, Frank A.**
The Education of Nonmetro Hispanics. Rural Development Research Report Number 31. ED 207 735
- Frechtiling, Joy A.**
The Minority/Majority Experiences Study, 1978-79: Gifted and Talented Services. ED 208 044
- Freedman, Paula**
A Comparison of Multi-Age and Homogeneous Age Grouping in Early Childhood Centers. ED 207 673
- Freeman, Andrew R.**
Uses of Future Studies Techniques by Educational Administrators. ED 207 134
- Fretz, Bruce R.**
Preparing for Graduate Study in Psychology: Not for Seniors Only! ED 207 929//
- Friedlander, Jack**
Adult Basic Education in Community Colleges. Junior College Resource Review. ED 207 649
- Friedman, Alinda**
Cerebral Economics: Resource Competition Within But Not Between Hemispheres. Technical Report No. 3. ED 207 861
- Friedman, Myles I.**
Improving Teacher Education. Resources and Recommendations. ED 207 966//
- Frith, Uta**
Cognitive Processes in Spelling and Their Relevance to Spelling Reform. ED 207 084
- Frkovich, William**
The American Cowboy as Depicted Through Music and Poetry: Instructional Materials for the Elementary Classroom Teacher. ED 207 901
- Froomkin, Joseph**
The Labor Market Experience of 14-21-Year-Olds. Research on Youth Employment and Employability Development. Youth Knowledge Development Report 2.6. ED 206 864
- Fuqua, Dale R.**
Examining the Effects of Incentives on the Return Rates of Mailed Surveys. ED 208 037
- Furstenberg, Frank F., Jr.**
Conjugal Succession and the American Kinship System. ED 207 671
- Fyfe, Kenneth S.**
The Importance of Native American Studies in the Social Studies Curriculum. Occasional Paper #8. ED 207 878
- Gaebler, Mary**
Organizational Strategies Individualizing Instruction for Physical Education. ED 207 296
- Gaeddert, William P.**
Role Model Choice: Who Do Women Say Their Models Are? ED 206 986
- Gage, Alfred**
Languages: The Plus in Today's World. ED 207 365
Survey of States Requiring Foreign Languages for State School Accreditation. ED 207 327
- Gallagher, James J.**
Days of Reckoning-Days of Opportunity: The 1981 Statesmen's Roundtable. ED 207 317
- Galligan, Betsy J.**
The Relationship of Principal's Leadership Priorities and Teachers' Classroom Management Skills. ED 207 176
- Gallin, Alice, Ed.**
Purposes and Leadership. ED 207 445
- Gandara, Patricia**
Chicano Scholars: Against All Odds. ED 207 743
- Gansneder, Bruce M.**
The Preparation of Schools to Meet the Physical Education Requirements of P.L. 94-142. ED 207 960
- Garcia, Mario R.**
Subscribers' Reaction to Redesign of the St. Cloud Daily Times [and] Understanding the Research Process. ANPA News Research Report No. 32. ED 207 076
- Garcia, Ricardo L.**
Ensenanza Bilingue (Bilingual Education). ED 207 331
- Gardner, Howard**
The Development of Metaphoric Operations. Final Report. ED 207 079
- Gardner, Mary A.**
The Role of the Colegio de Periodistas in the Journalism of Chile. ED 207 057

Author Index

- Gardner, Stephen E., Ed.**
Drug and Alcohol Abuse: Implications for Treatment. Treatment Research Monograph Series.
ED 206 939
- Garfin, Molly, Comp.**
Directory of Faculty Contracts and Bargaining Agents in Institutions of Higher Education.
ED 207 466
- Garland, Corinne, Ed.**
Early Intervention for Children with Special Needs and Their Families: Findings and Recommendations.
ED 207 278
- Garner, Walter L., Jr.**
ACT Profiles of Louisiana State University-Baton Rouge Graduates and Selected Factors Which Affect Them. Research Report, Vol. 11, No. 2, July 1981.
ED 207 435
- Gebart, Henriette D.**
Follow-Up Study of Dietetic Technician Graduates, 1975-1979. Volume 10, Number 14.
ED 207 659
- Geertsen, Reed, Ed.**
Eighty-One Techniques for Teaching Sociological Concepts.
ED 207 872
- Gendron, Jean-Denis, Ed.**
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ED 207 337
- Gentile, John Samuel**
19th Century Roots of Modern Interpretation Theory: Dickens as a Platform Performer.
ED 207 099
- Gentry, Cass**
College Program Evaluation and ID.
ED 207 497/1
- George, Valerie D.**
Occupational Aspirations of Talented Black Adolescent Females.
ED 206 976
- Gerdes, Eugenia Proctor**
Women Entering Traditionally Male Professions: Achievement-Related Variables and Stress.
ED 206 977
- Gerhard, Christian**
Improving Reading Comprehension: Teaching Relationships through the Arts.
ED 207 010
- Gettings, Robert M.**
Summary of Existing Legislation Relating to the Handicapped.
ED 207 270
- Gibson, Dirk**
Hale Boggs on J. Edgar Hoover: Rhetorical Choice and Political Denunciation.
ED 207 098
- Gibson, James**
The Quality of the 1980 Presidential Forums: A "Revisionist" Position on Presidential Debates.
ED 207 096
- Giddens, Melanie A.**
"XYZ-PDQ!" The Terms and Effects of Children's Challenges.
ED 207 681
- Gideonse, Hendrik, Ed.**
Values, Inquiry, and Education. CSE Monograph Series in Evaluation, 9.
ED 207 886
- Gilbert, L. A.**
Educational Audiovisual Materials: Directory of National Information Agencies. Documents Audiovisuels Pedagogiques: Repertoire D'Organismes Nationaux D'Information.
ED 207 522
- Gilbert, Lucia A.**
Future Parenting: What Issues Need Attention?
ED 207 716
- Gildan, Kate**
Systematic Model for Validating Equipment Uses in Selected Marketing and Distribution Education Programs. Final Report, February 1, 1980-June 30, 1981.
ED 206 822
- Gillentine, Jane**
Evaluating Library Services. New Mexico State Library Occasional Paper No. 8.
ED 207 560
- Gilliom, M. Eugene, Ed.**
Perspectives of Global Education: A Sourcebook for Classroom Teachers.
ED 207 850
- Gilliss, Geraldine Channon**
The Relevance of Teacher Education.
ED 207 939
- Gillmor, Donald M.**
William Brennan and the Failed "Theory" of Actual Malice.
ED 207 043
- Ginn, Mary**
A Handbook for Hearing Officers. Revised.
ED 207 293
- Ginsberg, Rick**
Report of Summer, 1980 Workshop. Roosevelt University/Chicago Board of Education Teacher Corps Project.
ED 207 955
- Ginsberg, Rick, Ed.**
Resource Papers Monograph. Roosevelt University-Chicago Board of Education Teacher Corps Project.
ED 207 956
- Ginsburg, Mark B.**
The Structure of Colleague Relations in an Urban Elementary School.
ED 207 167
- Glass, Gene V.**
Integration of Research Studies: Meta-Analysis of Research. Methods of Integrative Analysis; Final Report.
ED 208 003
- Glasser, Theodore L.**
Journalism, Privacy, and Embarrassing Facts: A Critical Review of the Newsworthiness Defense.
ED 207 075
- Glotzer, Judith A., Ed.**
Teaching Nutrition: A Review of Programs and Research.
ED 207 840
- Gold, Clotilde**
Counseling and Minorities: A Bibliography.
ED 206 968
- Goldenberg, Paul**
Teacher's Guide for Computational Models of Animal Behavior: A Computer-Based Curriculum Unit to Accompany the Elementary Science Study Guide "Behavior of Mealworms." Artificial Intelligence Memo No. 432.
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- Goldsmid, Charles A., Ed.**
Introductory Sociology Courses: A Set of Syllabi and Related Materials.
ED 207 870
- Goldstein, Ira**
The Computer as Coach: An Athletic Paradigm for Intellectual Education. AI Memo 389.
ED 207 586
- Goldstein, Ira P.**
AI Based Personal Learning Environments: Directions for Long Term Research. AI Memo 384.
ED 207 580
- Greenberg, Barry**
Overview of a Linguistic Theory of Design. AI Memo 383A.
ED 207 579
- Greenberg, Barry**
Parsing Protocols Using Problem Solving Grammars. AI Memo 385.
ED 207 581
- Greenberg, Barry**
PAZATN: A Linguistic Approach to Automatic Analysis of Elementary Programming Protocols. AI Memo 388.
ED 207 584
- Greenberg, Barry**
SPADE: A Grammar Based Editor for Planning and Debugging Programs. AI Memo 386.
ED 207 582
- Greenberg, Barry**
Structured Planning and Debugging: A Linguistic Theory of Design. AI Memo 387.
ED 207 583
- Gonzales, M. Christina**
Communication and Noncompliance: An Axiomatic Framework.
ED 207 109
- Gonzalez, Juan C.**
Evaluation of Vocational Education Programs Serving Limited English Proficiency Students. An Analysis of the Illinois Three Phase System.
ED 206 855
- Gonzalez, Juan C.**
Evaluation of Vocational Education Programs Serving Limited English Proficiency Students. An Analysis of the Illinois Three Phase System. Executive Summary.
ED 206 856
- Goode, Carol L.**
Summer College for Kids 1980. Session I: June 16 through July 3. Session II: July 7 through July 24.
ED 207 618
- Goodman, Samuel A.**
The Minority/Majority Experiences Study, 1978-79: Gifted and Talented Services.
ED 208 044
- Goor, Jeanette**
Access to Bachelor's Degrees Through Evening and Weekend Courses, 1980.
ED 207 420
- Gottschang, Karen Turner**
China Bound: A Handbook for American Students, Researchers and Teachers.
ED 207 887
- Gould, Jewell C.**
Salary Trends for Teachers: Survey and Analysis.
ED 207 965
- Graham, Martha**
Securing Occupational Achievement through Readiness Skills (SOARS). A Resource Curriculum with Assessment and Strategies for Prevocational Skill Training.
ED 206 913
- Graham, Morris A.**
Acculturative Stress among Asian, American and Polynesian Students on the Brigham Young University-Hawaii Campus.
ED 208 076
- Grant, Grace E., Ed.**
Humanistic Literacy and the Community College Student.
ED 207 630
- Grasser, Nancy**
Guide to Proposal Writing and Project Management in Vocational Education. Book 1: Planning a Proposal.
ED 206 819
- Grasser, Nancy**
Guide to Proposal Writing and Project Management in Vocational Education. Book 2: Project Management.
ED 206 820
- Grede, John**
Adult Basic Education in Community Colleges. Junior College Resource Review.
ED 207 649
- Green, C. Paul**
Alcohol Fuel Production for Vocational Students: Secondary, Postsecondary.
ED 206 895
- Green, Charles A.**
Product Evaluation of the Elementary and Middle School Reading and Communication Skills Component of the Detroit Desegregation Court Order.
ED 208 113
- Green, Charles A.**
Product Evaluation of the Uniform Code of Student Conduct Component of the Detroit Desegregation Court Order.
ED 208 115
- Greenberg, Barry**
The Potential for Program Evaluation in a "Developing" Country.
ED 207 226

- Greer, Marlin**
Analog and Digital Electronics. A Study Guide of the Science and Engineering Technician Curriculum. ED 207 788
- Grellet, Francoise**
Developing Reading Skills: A Practical Guide to Reading Comprehension Exercises. ED 207 347//
- Grima, Frank**
Reading and Nursing Work Together. ED 207 623
- Grimes, Howard**
Some Notes on a Permanent Diaconate in the United Methodist Church. Occasional Papers No. 36. ED 207 379
- Grobe, Robert P.**
Variables Associated With Effective Schooling. ED 207 221
- Grosse, Susan J.**
Independent Swimming for Children with Severe Physical Impairments. ED 207 306
- Grossman, George C.**
A Comparison of the Effectiveness of Student Teachers Who Have Had Extensive Early Field Experience With Those Who Have Not. ED 207 943
- Grosswald, Jules**
City-Wide Summaries, City-Wide and District Performance Distributions, Kindergarten through Grade Twelve. 1978-79 Philadelphia City-Wide Testing Program, February 1979 Achievement Testing Program. Report No. 8004. ED 208 052
- Grupe, Fritz H.**
Together We Do More: Cost-Effectiveness Through Interinstitutional Cooperation. ED 207 373
- Gudenberg, Karl A.**
Toward a More Rational Education-Economic Development Connection in Rural America: The Collaborative Model. ED 206 925
Toward an American Rural Renaissance: Realizing Rural Human Resource Development during the Decade of the Eighties. Final Technical Report. ED 206 917
- Guffey, Mary Ellen**
Business Office Practices Involving the Typewriter with Implications for Business Education Curricula. Monograph 136. ED 206 878
- Gulley, S. Beverly**
Behavioral Checklist of Infant/Toddler Care-Provider Competencies. ED 207 678
- Guskin, Judith T.**
Bilingual Education Community Study: Implementing Bilingual Education in an Urban Midwestern Context. ED 207 727
- Gwaltney, Margaret K.**
Organizations Collaborating to Improve Educational Practice. ED 207 190
- Haars, Venant**
Children's Understanding of Class Inclusion and Their Ability to Reason with Implication. ED 208 021
- Haber, Theda R.**
School Finance Reform and Special Education. ED 207 165
- Haberman, Martin**
The Influence of Selected Societal, University, and School Conditions on the Preparation and Practice of Teachers. ED 207 962
- Hackett, Gail**
- Mathematics Self-Efficacy and the Consideration of Math-Related Majors: A Preliminary Path Model.** ED 207 847
- Haddad, Wadi D.**
Educacion: Documento de Politica Sectorial. Tercera Edicion. (Education: Sector Policy Paper. Third Edition.) ED 207 249
Education: Politique Sectorielle. Troisieme Edition. (Education: Sector Policy Paper. Third Edition.) ED 207 248
(Education: Sector Policy Paper. Third Edition) [In Arabic; Japanese]. ED 207 247
- Hafiz, Mary G.**
Joint Regional Depository for United States Public Documents: A Case Study in Nebraska. ED 207 543
- Hagaman, John**
Effective Composition Teachers. ED 207 063
- Haines, David W.**
Refugee Resettlement in the United States: An Annotated Bibliography on the Adjustment of Cuban, Soviet and Southeast Asian Refugees. ED 208 123
- Hajpt, Mildred M.**
Multicultural and Global Education: Relationships and Possibilities. World Education Monograph Series Number Three. ED 207 915
- Hajek, Anna Marie**
Medical Technology: Factors Contributing to Professional Attrition. ED 207 413
- Halderson, Cynthia**
Guide to Proposal Writing and Project Management in Vocational Education. Book 1: Planning a Proposal. ED 206 819
Guide to Proposal Writing and Project Management in Vocational Education. Book 2: Project Management. ED 206 820
- Hall, Gene**
Implementation at the School Building Level: The Development and Analysis of Nine Mini-Case Studies. ED 207 170
- Hall, Gene E.**
Internal Support Structures for the Development of Autonomous Schools. Research on Concerns-Based Adoption. ED 207 175
- Haller, Charles**
Teacher Center Feasibility Study. Final Report. ED 206 932
- Halperin, Irving**
Taking the Radical Risk: Diary of a San Francisco State Professor. ED 207 447
- Halpin, Gerald**
Research on Writing: A Search for Objective Measures Related to Holistically Scored Essays. ED 208 042
- Hamrin, Jeannie M.**
Mainstreaming Children with Special Needs: Using Puppetry, Dramatic Play and Literature to Help Young Children Understand Handicaps. ED 207 320
- Handler, Janet R.**
Views of Students and Parents Regarding Important Discipline Problems, Influences, and Corrective Actions: A Follow-up Study. ED 207 150
- Haney, Richard E., Ed.**
A Sourcebook of Marine Activities Developed in the Milwaukee Great Lakes Summer Education Program, 1977 and 1978. ED 207 851
- Hannafin, Michael J.**
Research in Progress: Toward a Procedure to Identify the Spontaneous Memory Strategies of Children. ED 207 498//
Student Learning of Concrete and Abstract Prose Under Systematically Varied Media Presentations. ED 207 494//
- Hansot, Elisabeth**
The Dream Deferred: A Golden Age for Women School Administrators. ED 207 161
- Hantula, James**
Basic Skills in Asian Studies. ED 207 884
- Hanushek, Eric A.**
Sources of Black-White Earnings Differences. ED 207 162
- Hargrove, Erwin C.**
The Search for Implementation Theory. ED 207 158
- Harkins, Judy, Ed.**
A Summary of Descriptive Information. The State Director of Special Education. ED 207 289
- Harms, Edward C., Jr.**
Closed (Executive) Sessions: How to Use & Present Them to the Public. ED 207 141
- Harnisch, Delwyn L.**
A Test of a Structural Model of Student Background and Motivation Variables Influencing Student Test Performance. ED 208 026
- Haro, Roberto P.**
The Spanish Speaking and Library Services: A Systematic Review and Analysis. ED 207 753
- Harris, Cordelia Graves**
Dance for Students with Orthopedic Conditions—Popular, Square, Folk, Modern, [and] Ballet. ED 207 304
- Harris, Diana, Ed.**
Proceedings of the NECC 1981. National Educational Computing Conference (3rd, North Texas State University, Denton, Texas, June 17-19, 1981). ED 207 526
- Harris, Patelle G.**
The QUEST Concept: A Handbook on Planning and Implementation. ED 207 945
- Harris, Roma M.**
Changing Women's Self-Perceptions: The Impact of a Psychology of Women Course. ED 206 961
- Harris, Theodore L., Ed.**
A Dictionary of Reading and Related Terms. ED 207 036
- Harrison, Gary, Ed.**
Handicapped Children's Early Education Program. 1980-81 Overview and Directory. ED 207 279
- Harrison, Scott**
Reflections on the Education of Native American Children, Focusing on Navajo Children. ED 207 751
- Hart, Richard A.**
A Manual of Mosquito Control Projects and Committee Assignments for 4-H and Scouts Biology Class Projects, Organized Community Service Programs, and Individuals Interested in Environmental Management. ED 207 797
- Hartman, Bruce W.**
Examining the Effects of Incentives on the Return Rates of Mailed Surveys. ED 208 037
- Hartman, William T.**
A Cost-Based Approach to the Funding of Educational Programs: An Application to Special Education. ED 207 298

Author Index

School Finance Reform and Special Education.
ED 207 165

Hartnett, Richard A.

Collective Bargaining and the Concept of Autonomy in the National Autonomous University of Mexico.
ED 207 452

Hassencahl, Fran

Persecutors, Victims and Rescuers in Harlequin Romances.
ED 207 086

Hathaway, Warren E.

Disadvantaged Learners: The Nature of the Problem and Some Potential Solutions.
ED 207 773

Haupt, Edward J.

Classification and IQ-Alternative Predictors of Math Performance.
ED 207 835
Conservation as a Supplementary Predictor of Reading Skill.
ED 207 030

Hauptman, Philip C.

A Comparison of First and Second Language Reading Strategies among English-Speaking University Students.
ED 207 324

Hawfield, Michael C.

A Co-operative Educational Program: The Presentation of Museum Artifact Kits in Community Elementary Schools.
ED 207 534

Hayes-Roth, Barbara

Estimation of Time Requirements During Planning: Interactions Between Motivation and Cognition.
ED 207 215

Hayes, Melissa

Experience Based Career Education and the Mentally Handicapped Student.
ED 207 321

Hearn, Norman E.

Treatment of Rural Areas: Planning Guidance for Administrative, Legislative, and Regulatory Action for FY 1982-83.
ED 207 769

Heath, Jim, Comp.

The OEMA Fall Conference Planners Handbook. 1981 Edition.
ED 207 590

Hedges, Larry V.

Statistical Aspects of Effect Size Estimation.
ED 208 024

Hegener, Karen C., Ed.

National College Databank. Second Edition.
ED 207 476//

Hektoen, Faith

Considerations Before Writing a Public Library Building Program in Children's Services.
ED 207 570

Helling, Ernest N.

Hearing Officer Handbook.
ED 207 282

Henderson, Ilona

If You Don't Know What Women Are Like, Just Turn On Your Tube.
ED 208 077

Heneghan, Henry J., Jr.

Goal-Assessment for Administrative Decision-Making.
ED 207 410

Henfield, Paul

Comparisons of Parent and Teacher Attitudes toward Mainstreaming. Draft.
ED 207 281

Henrichs, Margaret

Strategies for Language Expansion: A College Reading Program.
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Herman-Sissons, Therese M.

Classification and IQ-Alternative Predictors of Math Performance.
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Conservation as a Supplementary Predictor of Reading Skill.
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Herman, David O.

Reducing Sex Bias in Ability Tests.
ED 208 057

Herman, Joan L.

Some Effects of Parent Involvement in Schools.
ED 206 963

Heslop, Louise A.

Consumer Education for the Young Child. Volume 1: Theory and Applications.
ED 207 916
Consumer Education for the Young Child. Volume 2: An Annotated Bibliography.
ED 207 917
Consumer Education for the Young Child. Volume 3: An Activities Handbook.
ED 207 918

Hewitt, Thomas W.

The Microcomputer and Management of the Time Bound Educational Program.
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Hickey, Judith A.

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Hickrod, G. Alan

Reformation and Counter-Reformation in Illinois School Finance: 1973-1981.
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Hildebrandt, Sharrie

Follow-Up of Students Who Majored and Are Majoring in Legal Technology. Volume 10, Number 15.
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Hill, Frances

Nature, Types and Scale of Rural Development.
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Hill, Nancy C.

Academic Achievement in a Handicapped and a Non-Handicapped Incarcerated Juvenile Delinquent Population.
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Hiltz, Starr Roxanne

The Impact of a Computerized Conferencing System on Scientific Research Communities. Final Report. Research Report No. 15.
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Hirschman, Charles

The New Asian Immigrants.
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Hochheimer, John L.

Keep Your Eye on the Moving Target: Planning Mass Media for Public Health Interventions.
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Hodges, Richard E., Ed.

A Dictionary of Reading and Related Terms.
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Hodgin, Brenda N.

A Low-Inference Indicator of Lesson Structure in Mathematics.
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Hodgkinson, Harold L.

Beyond Productivity to Quality.
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Hoffman, Benjamin B.

Forecasting and Maximizing Post-Secondary Futures: Dilemmas Over Negative Futures and Their Hidden Costs.
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Hoffman, Bernard B.

Post-Secondary Enrolment Forecasting with Traditional and Cross Pressure-Impact Methodologies.
ED 207 370

Hughes, Ruth P.

327

Holleran, Paula R.

The Progress of Self-Reported Androgynous Behavior in College Women.
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Holliday, William G.

Learning from Diagrams: Theoretical and Instructional Considerations.
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Hollinger, James

Library Continuing Education in South Central Pennsylvania: The SPACE Council Needs Assessment.
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Holmes, Edward, Jr.

The American Cowboy as Depicted Through Music and Poetry: Instructional Materials for the Elementary Classroom Teacher.
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Hook, Colin

Development of Procedures for Assessing the Impact of Vocational Education Research and Development on Vocational Education (Project IMPACT). Volume 4-A Case Study of Illinois Projects in Horticulture.
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Hooper, Elizabeth, Ed.

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Hopper, Jane

The Specific Vocabulary Needs of Academic Disciplines.
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Horak, Willis J.

Alternative Teacher Education Programs: Their Effect on Selected Students' Attitudes.
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Horan, Patrick M.

The Southern Aged: Race, Residence and Socio-economic Conditions.
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Hoskins, Marilyn W.

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Hosman, Lawrence A.

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An Analysis of the Relationships of Academic Success and Selected Achievement/Attitude Tests.
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Howard, Judith A.

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Howie, Sherry M.

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Hubbard, William J., Ed.

An Overview of Library Networking in Virginia.
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Hugenberg, Lawrence W.

A Survey of In-Service Teacher Training Programs for Graduate Teaching Assistants in Basic Communication Courses.
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Hughes, Ruth P.

The National Census Study of Secondary Vocational Consumer and Homemaking Programs. A Final Report.

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- Hunte, Christopher N.
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Computer Literacy. ED 207 617
- Hunter, Charles F.
Reading for Main Ideas and Details in Electronics. ED 206 830
- Huot, Diane, Ed.
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- Hymes, Dell H.
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- Ingram, E. J.
Education North Evaluation Project. The First Annual Report. ED 207 774
- Irving, Ann
Promoting Voluntary Reading for Children and Young People: Guidelines for Teacher-Training Courses. ED 207 035
- Irwin, James R.
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- Isaac, Stephen
A New Perspective on the Use of Evaluation Data in Title I Schools Also Involved in a Court-Ordered Integration Program. ED 207 232
- Isaacs, L. M.
Absence from School: Patterns and Effects. ED 207 192
- Ishii, Satoshi
Communication Practices in the Educational Environment in the United States. ED 207 102
- Educating Students for Communication with People from Other Cultures. ED 207 114
- Jackson, Miles M.
Teachers College Libraries in Papua New Guinea. A Report for the Asia Foundation, the Library Services and the Teacher Education Divisions of the Department of Education. Government of Papua New Guinea. ED 207 600
- Jacques, Barbara
Teacher Center Feasibility Study. Final Report. ED 206 932
- James, H. Thomas
Educational Administration: A Forty-Year Perspective. ED 207 225
- James, Raymond A., Ed.
Qualitative Evaluation. ED 207 991
- Jaynes, William E.
Alumni Attitudes: Men and Women's Descriptions of Their College Experience, Present Work, and Present Recreational Activities. ED 207 422
- Jelinek, James John
A Reconstructed Theory of Educational Research. ED 207 875
- Jewett, Patricia A.
Kids and Politics Do Mix: The Role of the Early Childhood Professional in Influencing Public Policy. ED 207 690
- Johnson, Susan
Movement Education for Able-Bodied and Disabled Students in Regular or Special Settings. ED 207 297
- Johnson, Thomas A.
Follow-Up Study of Students Majoring in Banking, Finance and Credit, 1976-1981. Volume 11, Number 12. ED 207 665
- Johnston, John M.
First Year Teachers: Perceptions of Changes. ED 207 972
- Johnston, Kaarin S.
Eliminating Sexism from Children's Theatre Productions. ED 207 116
- Johnston, Lloyd D.
Highlights from Student Drug Use in America 1975-1980. ED 206 958
- Jonassen, David H.
Content Treatment Interactions: A Better Design Model. ED 207 499//
- Personality and Cognitive Style, Predictors of Teaching Style, Preferences: An Exploratory Study. ED 207 500//
- Jones, Joanne
Introduction to French: Colors, Numbers, and Body/Clothing. ED 207 342
- Introduction to German: Colors, Numbers, and Body/Clothing. ED 207 344
- Introduction to Spanish: Colors, Numbers, and Body/Clothing. ED 207 343
- Jones, Judy A.
There's More to the Evaluation of a Superintendent than Meets the Eye. ED 207 138
- Jongsma, Eugene A.
What Kinds of Supplementary Intensive Reading Instruction Make a Difference? A Special Emphasis Report from the Right to Read Program. ED 206 998
- What Kinds of Supplementary Intensive Reading Instruction Make a Difference? Report of Three Case Studies of the Special Emphasis Project. ED 206 999
- Jons, Tom
Study of Student Housing Needs and Availability in Public Institutions of Higher Education. ED 207 388
- Jorgensen, Sally
A Call for a Truce Between Educational Technology and Teaching: Suggestions for Mutually Beneficial Collaborations. ED 207 501//
- Joseph, Stephen M.
"Never Too Late..." Extending Continuing Education to the Elderly Homebound: Manual. ED 207 638
- Kaeser, Susan, Ed.
Citizen Guide to Quality Education. ED 207 201
- Kalbacher, Judith Z.
Farm Income Recipients and Their Families: A Socioeconomic Profile. Rural Development Research Report No. 30. ED 207 755
- Kale, Karen E.
Rural Education: A Field of Study Whose Time Has Come in Higher Education. ED 207 757
- Kalil, Cynthia S.
Adolescent Suicide in the United States. ED 206 967
- Kalkhoven, Shirley
Effective Superintendent Evaluation-It's Not That Difficult. ED 207 139
- Kamin, Jonathan
Cooperative Competition and Free Choice: The Results of a Two-System Open School Enrollment Policy. Final Report. ED 207 235
- Kanefield, Linda
Women At Work and At Home: Implications for Depression and Mental Health. ED 206 982
- Kapoor, J. M.
Some Measures of Evaluation and Effectiveness in Social Work Practice. ED 207 902
- Karr-Kidwell, P. J.
The Impact of Discrepant Verbal-Nonverbal Messages in the Teacher-Student Interaction. ED 207 123
- Kartashov, N. S.
Main Trends and Problems of Development of Librarianship in a Multinational State. ED 207 483
- Katz, Phyllis A.
Development of Children's Racial Awareness and Intergroup Attitudes. ED 207 675
- Kauffman, Sandra D.
What Should Your Board Expect from Its Professional Staff? ED 207 143
- Kearsley, Greg
The Use of Microcomputers for Training: Business and Industry. ED 207 598
- Kearsley, Greg P.
Human Factors and Robotics: Current Status and Future Prospects. ED 206 911
- Keiser, Samuel E.
Writing as a Way of Knowing-A Phenomenological View. ED 207 058
- Keith, Sherry
Politics of Textbook Selection. ED 207 166
- Kell, Diane
The Human Factor in Dissemination: Field Agent Roles in Their Organizational Context. Linking R&D with Schools. ED 207 266
- The Role of Local Action Teams in School Improvement. Linking R&D with Schools. ED 207 251
- Kell, Diane G.
An NIE Program and its Policy Context. Linking R&D with Schools. ED 207 250
- Kemper, Susan
Interpreting Idioms. ED 207 040
- Kempf, Constanza
Accounting for Spanish-Speaking Students (Teacher's Manual). ED 206 853

Author Index

Basic Concepts and Techniques in Accounting for Spanish Speaking Students (Student's Manual).
ED 206 852

Kennedy, J. A.

Rural Youth: Images from West Dorset. A Study of Young People in a Rural Area and the Extent of Youth Service Provision Afforded Them.
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Kepner, Henry S., Jr.

Reading in the Mathematics Classroom.
ED 207 836

Kieras, David E.

Modelling Reading Times in Different Reading Tasks with a Simulation Model of Comprehension. Technical Report, May 1, 1978 through March 30, 1979.
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Killian, Molly Sizer

The Southern Aged: Race, Residence and Socio-economic Conditions.
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Kim, Mary T.

Alternative Modes for Providing Graduate Education for Librarianship in Ohio. Final Report.
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The Job Market in Ohio, 1976-1980: An Analysis of Position Advertisements for Public, Academic, Special and Other Library Vacancies in Ohio. Alternative Modes for Providing Graduate Education for Librarianship in Ohio. Phase One: Needs Assessment Related Paper No. 1.
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Kimmel, David S.

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King, Christopher R.

Gestures of India: A Study of Emblems among Punjabi Residents of Canada.
ED 207 093

King, Jean A.

Evaluation Utilization: A Bibliography.
ED 207 984

King, Jimmie, Jr.

An Assessment and Analysis of Selected Learning Modes Preferred by Students. Learning Theory and Applications.
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King, Kenneth D.

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King, Susan Crawford, Ed.

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Kingdon, Margaret A.

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Kirst, Michael W.

The State Role in Education Policy Innovation.
ED 207 160

Klahr, David

Investigation of Pre-School Children's Problem Solving Processes. Final Report.
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Klassen, Frank H., Ed.

Analytical Case Study of the Korean Educational Development Institute. Final Report.
ED 207 976

Klein, Myra

Final Report of the Vocational Rehabilitation Project (SREG 116), November 1980-June 1981. Part I.
ED 206 882

Klepzig, H. J.

Practical Guide for the Selection of Audio Visual Media. General Criteria System and Evaluation Procedure for Educational Media Decisions.
ED 207 591

Klibanoff, Leonard S.

Study of the Career Intern Program. Task D: Final Report, Volume 3. A Cost Analysis of the CIP.
ED 206 845

Klopf, Donald W.

Developing an Introductory Speech Course Based on Student and Community Needs.
ED 207 101
Educating Students for Communication with People from Other Cultures.
ED 207 114

Knapper, Christopher K.

State-of-the-Art Review of Bibliographic Control in Higher Education in Canada.
ED 207 429

Knee, Ruth

A Resource Guide for Mental Health and Support Services for the Elderly.
ED 206 962

Knight, G. Diane

Status of Recent Male and Female College Graduates. Research Report No. 5-81.
ED 207 465

Knight, Octavia B.

Some Perspectives on the Problems of Alienated Youth.
ED 207 286

Koetting, J. Randall

Reconceptualizing the Theory-Base of Educational Technology: Re-opening the Theory-Practice Debates.
ED 207 502//

Koltai, Leslie

The State of the District, 1981.
ED 207 654

Korzenny, Sandra S.

The Effect of Vicarious Partial Reinforcement Upon Children's Use of Self-Verbalization in Decisions Regarding Television Viewing.
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Kovac, Ceil

It's Your Turn. Exploring Functional Language. Participant's Manual.
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Teacher Talk Works. Exploring Functional Language. Participant's Manual.
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Transitions: Activity between Activities. Exploring Functional Language. Participant's Manual.
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ED 207 353

When Is Reading? Exploring Functional Language. Participant's Manual.
ED 207 354

Kozak, Karen, Ed.

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Kraig, Glen M.

The Effects of Collective Bargaining on the Climate of Administration and Supervision.
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Kreigh, Helen, Comp.

Wisconsin Summer Library Program Manual, 1981. Merlin's Mid-Summer Magic.
ED 207 569

Kreitlow, Burton W.

Teaching the Adult of the "80's".
ED 207 009

Lawler, Robert W.

329

Kroner, Audrey

Inorganic Analyses in Water Quality Control Programs. Training Manual.
ED 207 832

Inorganic Analysis in Water Quality Control Programs. Instructor's Guide.
ED 207 833

Krueger, Gladys

A Resource Guide for Mental Health and Support Services for the Elderly.
ED 206 962

Krus, Patricia

Assessing Teacher Skills Needed to Implement Objectives-Based Instruction.
ED 208 031

Krzyston, Gregory L.

P.O.P./E.Y.E. (Point Ownership Program/Earn Your Environment: A Program for the Effective and Humanistic Management of Residence Facility Damage).
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Kugle, Cherry L.

Self-Esteem and Academic Behavior Among Elementary School Children.
ED 206 995

Kulik, James A.

Integrating Findings from Different Levels of Instruction.
ED 208 040

Kuvlesky, William P.

"Rural America: The Present Realities and Future Prospects."
ED 206 918

Kwiatk, Kathy Krendl

Communicating Innovations Via Television: A Study of Learning Within a Social Context.
ED 207 103

Lachat, Mary Ann

The Technical Assistance Base of the National Diffusion Network. Final Project Report. October, 1977-July, 1980.
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Lai, Morris K.

Ethnic Differences in the Nutritiousness of Diets of Hawai'i's Children.
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Lam, Rebecca

Personality Characteristics and Learning Style Preferences of Allied Health Students.
ED 207 954

Lambert, Leroy

The Development and Analysis of a Test on "Responsibility" for High School Students.
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Lancaster, G. A.

The Student-Selection Process: A Model of Student Courses in Higher Education.
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LaRocque, Geraldine E.

If Self-Evaluation Is the Answer, What Is the Question?
ED 207 070

Larsen, Mary V.

Final Report of the Vocational Rehabilitation Project (SREG 116), November 1980-June 30, 1981. Part II.
ED 206 883

Lasley, Thomas J.

Networking and Accessing School Discipline Programs.
ED 207 223

Lauffer, Sandra

Satellite Applications for Public Service: Project Summaries.
ED 207 597

Lawler, Robert W.

Extending a Powerful Idea. Artificial Intelligence Memo No. 590.
ED 207 804

The Progressive Construction of Mind: One Child's Learning-Addition. Artificial Intelligence Memo No. 586.
ED 207 803

- Lawrence, Roy E.**
Certification Standards for Professional School Personnel. Revised July 1, 1981.
ED 207 977
- Lawson, Anton E.**
Conservation Reasoning Ability and Performance on BSCS Blue Version Examinations.
ED 207 820
Encouraging the Transition from Concrete to Formal Cognitive Functioning—An Experiment.
ED 207 821
M-Space: Is It a Constraint on Reasoning Ability?
ED 207 822
A Note on the Factor Structure of Some Piagetian Tasks.
ED 207 823
- Lawton, Stephen B.**
Use of Computers for Instructional Purposes in Ontario Schools.
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- Lawton, Stephen B., Ed.**
What's So Canadian About Canadian Educational Administration? Essays on the Canadian Tradition in School Management. Informal Series/27.
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- Leach, Ernest R., Ed.**
Prince George's Community College Marketing Plan, 1981-1982.
ED 207 625
- Leach, James A.**
Development of Procedures for Assessing the Impact of Vocational Education Research and Development on Vocational Education (Project IMPACT). Volume 6—Assessing the Impact of the Occupational Survival Skills Project.
ED 206 815
- Lederman, Marie Jean**
The Basic Skills Effort at the City University of New York.
ED 207 072
- Lehman, Rosemary**
The Roles of Attention, Instruction, and Medium-Related Skills in Children's Television Viewing.
ED 207 491//
- Lehrer, Richard**
Assessing Developmental Hypotheses with Cross Classified Data: Log Linear Models.
ED 208 030
- LeMaistre, Cathrine**
Problem Solving with Calculators in Elementary School Mathematics: Report to the Protestant School Board of Greater Montreal.
ED 207 827
- Lemkau, Jeanne Parr**
Increasing Occupational Role Innovation: Intervention Implications of Two Survey Studies.
ED 206 900
- Levenson, Ruth, Ed.**
Mobilizing Rural Community Resources for Support and Development of Local Learning Systems in Developing Countries.
ED 207 756
- Levie, W. Howard**
Bibliography of Pictorial Research Appearing in Selected Journals in 1980.
ED 207 504//
- Levin, Henry M.**
Education and Organizational Democracy.
ED 207 218
- Lewis, Gary A.**
Bibliographic Materials Fund Allocation Formula in Use at Radford University.
ED 207 547
- Lezotte, Lawrence W.**
Effective Teacher Training and Urban School Improvement.
ED 207 949
- Liberty, Susan**
A Plan for Improving Instruction and Services for Developmental Skills Students at Fresno City College.
ED 207 656
- Lichtman, Marilyn**
Measurement Error Models of Educational Attainment for Whites and Mexican-Americans.
ED 207 905
- Lieberman, Henry**
The TV Turtle: A LOGO Graphics System for Raster Displays. AI Memo 361.
ED 207 577
- Lietz, Jeremy J.**
Unannounced Desegregation in an All-Volunteer Summer School: Sex, Grade, and Ethnic Attendance Patterns.
ED 208 102
- Lindberg, Andrew**
Materials and Fabrication Methods I. A Study Guide of the Science and Engineering Technician Curriculum.
ED 207 793
Materials and Fabrication Methods II. A Study Guide of the Science and Engineering Technician Curriculum.
ED 207 794
- Lindell, Ebbe**
Six Reports on Free Writing: A Summary of the FRIS Project. "Didakometry" No. 61.
ED 207 083
- Linowes, David F.**
The U. S. Privacy Protection Commission—A Retrospective View from the Chair.
ED 207 923
- Lipham, James**
The Relationship of Decision Involvement and Principals' Leadership to Teacher Job Satisfaction in Selected Secondary Schools.
ED 207 129
- Lipham, James M.**
Effective Principal, Effective School.
ED 207 131
- Lipman, Matthew**
Social Inquiry: Instructional Manual to Accompany MARK.
ED 207 883
- Lipsky, Dorothy Kerzner**
The Modification of Students' Attitudes Toward Disabled Persons.
ED 207 287
- Lisack, J. P.**
Postsecondary Education in Indiana. A Summary Report with Recommendations. Part Four of a Four-Part Study. Manpower Report 81-3.
ED 207 448
- Liss, Polly**
Community in the Schools—To Teach a Craft and Study Oldtime Radio Humor.
ED 207 686
- Litteral, Robert**
Discourse Factors in the Evaluation of Language Ability.
ED 207 340
- Little, Charles E.**
Rural Land Use: A Need for New Priorities.
ED 206 922
- Littlefield, Charlyne Butler**
Prevalence Study of the Risk of Burns in the Public Schools Population in Charleston, South Carolina (Under the Direction of Stanley Schuman).
ED 208 080
- Livingston, Samuel A.**
Issues in Testing for Competency.
ED 208 001
- Lloyd, Janice Holm**
Consumer Economics Education in Michigan Schools: Report of the 1980 Survey.
ED 207 914
- Lolacono, Ronald A.**
A Study to Design and Implement Employer-Based Evaluation of 1980 Vocational Education Completers and Leavers. Final Report.
ED 206 933
- Long, Maxine M., Ed.**
Thematic Issue: Intervening in the Writing Process.
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- Lonsdale, A. J.**
Impact Study: Staff Perceptions of Their Professional Lives. Occasional Papers No. 4.
ED 207 459
- Looman, Wendy J., Ed.**
Introductory Sociology Courses: A Set of Syllabi and Related Materials.
ED 207 870
- Lord, Frederic M.**
An Upper Asymptote for the Three-Parameter Logistic Item-Response Model.
ED 207 996
- Loucks, Susan F.**
Examination of the Implementation of a Junior High School's New Approach to Discipline by Longitudinal Analysis of Change in Teachers' Stages of Concern and Levels of Use.
ED 207 171
- Louis, Karen Seashore**
Designing and Managing Interorganizational Networks. Linking R&D with Schools.
ED 207 260
The Human Factor in Dissemination: Field Agent Roles in Their Organizational Context. Linking R&D with Schools.
ED 207 266
Linking R&D with Schools. Perspectives on School Improvement: A Casebook for Curriculum Change.
ED 207 261
Policy Researcher as Sleuth: New Approaches to Integrating Qualitative and Quantitative Methods.
ED 207 256
A Program and Its Implications for Dissemination and School Improvement Policy. Linking R&D with Schools.
ED 207 262
The Role of Local Action Teams in School Improvement. Linking R&D with Schools.
ED 207 251
Special Report on the Training and Support of Educational Linking Agents. Linking R&D with Schools.
ED 207 252
Staff Development and Curriculum Change: What's Good for Teachers is Good for Schools. (Draft).
ED 207 255
Strategies for Knowledge Use and School Improvement: A Summary. Linking R&D with Schools.
ED 207 258
Strategies for Knowledge Use and School Improvement. Linking R&D with Schools.
ED 207 257
Strategies for Knowledge Use and School Improvement. Technical Appendices. Linking R&D with Schools.
ED 207 259
- Love, John M.**
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ED 207 992
- Lowman, Kathleen D., Ed.**
Activities Handbook for the Teaching of Psychology.
ED 207 881//
- Lucas, John A.**
Follow-Up of Students Who Majored and Are Majoring in Legal Technology. Volume 10, Number 15.
ED 207 660
Follow-Up of Students Who Stopped Out, 1974-1978. Volume 11, Number 14.
ED 207 667
Follow-Up Study of Dietetic Technician Graduates, 1975-1979. Volume 10, Number 14.
ED 207 659
Follow-Up Study of Students Majoring in Banking, Finance and Credit, 1976-1981. Volume 11, Number 12.
ED 207 665

Author Index

- Follow-Up Study of 1979 Harper Transfer Alumni. Volume 11, Number 9.
ED 207 663
- Student Characteristics as Compared to the Community Profile, 1980-1981. Volume 11, Number 13.
ED 207 666
- Study of Admission Requirements at a Select Group of Community Colleges in the United States. Volume 11, Number 11.
ED 207 664
- Study of Students Who Withdrew from Courses during the Fall of 1980. Volume 10, Number 12.
ED 207 657
- Survey of High School Seniors and Their Parents in Harper's District. Volume 11, Number 1.
ED 207 661
- Survey of Students Who Stopped Attending a Course, Fall 1979. Volume 11, Number 5.
ED 207 662
- Survey of Telephone Registrants Fall 1979. Volume 10, Number 13.
ED 207 658
- Lueck, Susan, Ed.**
Proceedings: Strategies for Urban School Improvement.
ED 208 084
- Lukowsky, Jeffrey**
Reconstructing the History of Educational Technology Provides Us With New Models of Research.
ED 207 505//
- Luz Prado-Garza, Maria de la**
The OD' Role in Education: What Do You Do With a Beginner Professor Who Joins the University?
ED 207 416
- Lyson, Thomas A.**
Stability and Change in Farming Plans: Results from a Longitudinal Study of Young Adults.
ED 207 761
- MacDaniel, William E.**
The Future, Extraterrestrial Space Humanization and Sociology.
ED 207 909
- MacDonald, Douglas S.**
The Effect of Proposed Reagan Administration Cuts on University of Delaware Financial Aid Programs. Special Report.
ED 207 380
- Machesney, J. Douglas**
Energy and Education.
ED 207 133
- MacIver, Donald A.**
An On-Campus, Off-Campus Model for Native Indian Teacher Education.
ED 207 726
- MacVean, Donald S.**
Finding the Facts About Agriculture: A New Approach to Searching the Literature.
ED 207 605
- Macy, Daniel J.**
Eight Years of Special Education Research in a Large Urban School District.
ED 207 273
- Madsen, Harold S.**
Evaluating Contemporary Language-Teaching Methodologies through Historical Perspective.
ED 207 339
- Magoon, Thomas M.**
Student Life and the Task of Counseling in Colleges and Universities in the 1980s. Research Report No. 17-80.
ED 207 463
- Maguire, Mary H.**
Developing Writing Ability: Criteria for a Program for Teachers and Students.
ED 207 069
- A Psycholinguistic Descriptive Analysis of Six Selected Secondary IV Students' Perceptions of the Reading and Writing Processes and Their Language Performance: Case Studies of Above Average, Average and Poor Readers.
ED 207 002

- Maier, John**
Assessing Teacher Skills Needed to Implement Objectives-Based Instruction.
ED 208 031
- Mahrt, James**
Expanding Career Options: A Model Sex Equity Program. Participant Guide.
ED 206 951
- Expanding Career Options: A Model Sex Equity Program. Trainer Manual.
ED 206 950
- Malcolm, A. H.**
A Resources Centre—Is a State of Mind.
ED 207 520
- Malhorta, Man Mohanlal**
Development of Procedures for Assessing the Impact of Vocational Education Research and Development on Vocational Education (Project IMPACT). Volume 8—A Field Study of Predicting Impact of Research and Development Projects in Vocational and Technical Education.
ED 206 817
- Mallory, Bruce L.**
The Ecology of Implementation: A Qualitative Approach to Educational Evaluation.
ED 207 322
- Mandler, Jean M.**
Schematic and Taxonomic Organization in Free Recall.
ED 208 014
- Mann, Dale**
Education Policy Analysis and the Rent-a-Troika Business.
ED 207 228
- Manning, Patricia C.**
An Effective Model of In-Service Workshops for Elementary Teachers.
ED 207 932
- March, James G.**
How We Talk and How We Act: Administrative Theory and Administrative Life.
ED 207 376
- Marcus, Larry**
The Limits of Compensatory Education.
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- Marlin, Carol A.**
Facilitating Recognition Memory: The Use of Distinctive Contexts in Study Materials and Tests.
ED 208 010
- Martel, Laurence Dean**
The Itinerary of the Concept "Equal Educational Opportunity".
ED 208 097
- Martin, Jeanne**
Multilevel Analyses of Teacher-Student Relationships in Junior High Classrooms.
ED 208 041
- Martin, Nancy**
The Martin Report: What Goes on in English Lessons. Case Studies from Government High Schools, Western Australia.
ED 207 078
- Martinez, Alyce**
A Profile of 1980 Entering Freshmen at the University of Maryland, College Park. Research Report No. 2-81.
ED 207 464
- Masoner, Paul H., Ed.**
Analytical Case Study of the Korean Educational Development Institute. Final Report.
ED 207 976
- Massey, Sara R.**
Experiential Education as a Teaching Strategy.
ED 207 882
- Masters, Michael D.**
An Evaluation of a Staff Development Exercise at the 1980 American College Personnel Association Convention. Research Report No. 15-80.
ED 207 462
- Student Types: Male and Female Changes Over a Decade. Research Report No. 14-80.
ED 207 461

McDermott, Bill P.

331

- Mathis, Patricia A.**
Sexual Harassment in the Federal Workplace: Is It a Problem? A Report of the U.S. Merit Systems Protection Board Office of Merit Systems Review and Studies.
ED 206 960
- Matlins, Stuart M.**
Services for Children of Alcoholics. Symposium (Silver Spring, Maryland, September 24-26, 1979). Research Monograph No. 4.
ED 206 964
- Matthews, Dewayne**
Student Discipline and Other Related Concerns of the Public Schools of New Mexico.
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- Technical Education in New Mexico High Schools.
ED 207 220
- May, Leslie Steven**
Selected Characteristics of Massachusetts School Districts' Basic Skills Improvement Plans.
ED 208 004
- Mayer, John D.**
Selective Learning of Prose Passages Due to Aggressive Content.
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- Mayer, Richard E.**
Analysis of a Simple Computer Programming Language: Transactions, Prestatements, and Chunks. Report No. 79-2. Series in Learning and Cognition.
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- Analysis of Users' Intuitions About the Operation of Electronic Calculators. Report No. 80-4. Series in Learning and Cognition.
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- Contributions of Cognitive Science and Related Research on Learning to the Design of Computer Literacy Curricula. Report No. 81-1. Series in Learning and Cognition.
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- Psychology of Computer Programming for Novices. Series in Learning and Cognition. Report No. 81-2.
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- Mayfield, Margie I.**
Orientations and Transitions: A Survey of Kindergarten and Primary Programs in Greater Victoria School District No. 61.
ED 207 676
- McAninch, Christopher**
Linking Architecture and History in the Teaching of Undergraduates: A Three Course Sequence.
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- McBeath, Marcia**
An Application of the PMI Model at the Project Level Evaluation of ESEA Title IV-C Projects.
ED 207 237
- Staff Development Program Evaluation—Application of a Peer Supervision Program.
ED 207 982
- McCall, Cecelia**
Basic Skills Programs at the City University of New York: Reading.
ED 207 029
- McCarthy, Marilyn**
Language Experience Integration into the Primary Classroom.
ED 207 015
- McCleary, William J., Ed.**
Thematic Issue: Intervening in the Writing Process.
ED 207 077
- McConnell, Beverly B.**
Individualized Bilingual Instruction for Migrants.
ED 207 760
- McDermott, Bill P.**
Designing and Validating Procedures for Insuring Quality Adult Education in Nursing Homes and Convalescent Centers. Toward a Theory of Practice for Insuring Quality Education in Nursing Homes: A Section 310 Final Report, May 15, 1980-June 12, 1981.
ED 206 806

- McDonnell, Melinda**
Evaluative Research in Local Youth Program—Using the Tools of Knowledge Development. Knowledge Development Framework. Youth Knowledge Development Report 1.5.
ED 206 861
- McDowell, Earl**
Teaching Assistants' Perceptions of Formal and Informal Communications with Students.
ED 207 107
- McGill, Christine D.**
Independent Swimming for Children with Severe Physical Impairments.
ED 207 306
- McIntosh, R. G.**
Education North Evaluation Project. The First Annual Report.
ED 207 774
- McIsaac, Marina Stock**
Photography To Enhance Aesthetic Skills.
ED 207 506//
- McKinlay, John**
Classification in Australia.
ED 207 484
- McKinley, Robert L.**
A Comparison of Procedures for Constructing Large Item Pools.
ED 207 998
- McLean, Dulce DiDio**
Bibliographic Instruction to the Student of Foreign Language and Literature: A Feasibility Study.
ED 207 558
- McLean, Robert S.**
Use of Computers for Instructional Purposes in Ontario Schools.
ED 207 152
- McLulich, Helen H.**
Musical Experience: An Aid to the Development of Language.
ED 207 703
- McNicol, Shirley**
Problem Solving with Calculators in Elementary School Mathematics: Report to the Protestant School Board of Greater Montreal.
ED 207 827
- McTeer, J. Hugh**
Level of Economic Knowledge of Certain Groups of Teachers.
ED 207 920
- Mead, Ronald J.**
Basic Ideas in Item Banking.
ED 208 029
- Meganathan, Ami**
Why They Didn't Apply.
ED 207 403
- Mehallis, Mantha, Ed.**
Improving Decision Making.
ED 207 650
- Melchiori, Gerlinda S.**
Coping With Curricular Change in Academe. The AIR Professional File No.9, Spring 1981.
ED 207 436
- Melnick, Curtis C.**
Report of Summer, 1980 Workshop. Roosevelt University/Chicago Board of Education Teacher Corps Project.
ED 207 955
- Melnick, Curtis C., Ed.**
Resource Papers Monograph. Roosevelt University-Chicago Board of Education Teacher Corps Project.
ED 207 956
- Melton, Roger**
Functions, Analytic Geometry, Probability and Statistics. A Study Guide of the Science and Engineering Technician Curriculum.
ED 207 792
- Melton, Roger H.**
Algebraic and Trigonometric Equations With Applications. A Study Guide of the Science and Engineering Technician Curriculum.
ED 207 787
- Menge, Paul, Comp.**
A Glossary of Terms, Acronyms, and Abbreviations Used in the Department of Health and Social Services.
ED 207 571
- Mensch, Stephanie**
Summary of Existing Legislation Relating to the Handicapped.
ED 207 270
- Meredith, Sydney J.**
ERIC Abstractor/Indexer Workbook. Revised Edition. 1981.
ED 207 614
- Merriam, Valerie C., Comp.**
Resource Directory. Expanded Edition.
ED 207 316
- Mervilde, James**
Student Absenteeism: Causes, Effects, and Possible Solutions.
ED 207 157
- Meyer, Linda A.**
Theory Into Practice: Implementing Educational Programs.
ED 207 204
- Meyer, R. W.**
Total Integrated Library Information System. Part 2. A Report on the Specific Design Phase: Identification and Evaluation.
ED 207 533
- Mgaza, Olyvia**
Nutritional Problems and Policy in Tanzania. Cornell International Nutrition Monograph Series, Number 7 (1980).
ED 207 710
- Michael, Charlene Belton**
Workshop Participants' Perception Rankings of Second Generation School Desegregation Issues.
ED 208 085
- Michener, Edwina Rissland**
Understanding Understanding Mathematics. Artificial Intelligence Memo No. 488.
ED 207 800
- Millich, Richard**
Peer Perceptions of the Behavior of Hyperactive Children.
ED 207 701
- Milkman, Raymond H.**
Drug and Alcohol Abuse in Booming and Depressed Communities. Services Research Report.
ED 206 989
- Miller, Mark L.**
AI Based Personal Learning Environments: Directions for Long Term Research. AI Memo 384.
ED 207 580
- Overview of a Linguistic Theory of Design. AI Memo 383A.**
ED 207 579
- Parsing Protocols Using Problem Solving Grammars. AI Memo 385.**
ED 207 581
- PAZATN: A Linguistic Approach to Automatic Analysis of Elementary Programming Protocols. AI Memo 388.**
ED 207 584
- SPADE: A Grammar Based Editor for Planning and Debugging Programs. AI Memo 386.**
ED 207 582
- Structured Planning and Debugging: A Linguistic Theory of Design. AI Memo 387.**
ED 207 583
- Miller, Robert A., Ed.**
The Federal Role in Education: New Directions for the Eighties.
ED 207 191
- Mills, Rilla Dean**
American Reporters/Soviet Reporters: A Convergence?
ED 207 052
- Qualitative Studies: Historiographical Antecedents.**
ED 207 893
- Minaya-Rowe, Lilliana**
On Designing and Implementing Bilingual-Bicultural Teacher Education Programs. First Year Report: 1980-1981.
ED 207 985
- Mingle, James R.**
Colleges Respond to Decline: Resistance versus Application. Issues in Higher Education, No. 17.
ED 207 390
- Minister, Kristina**
Elder Theatre: Positive Image of Aging and Forum for Intergenerational Communication.
ED 207 120
- Mirabeau, Roch L.**
How Will Educational Institutions Respond to Changing Values and Lifelong Learning?
ED 207 629
- Miracle, Andrew W., Jr.**
Professionalism Among Criminal Justice Educators.
ED 207 396
- Moerk, Ernst L.**
Differential Analysis of Language Teaching.
ED 207 346
- Molnar, Joseph J.**
Satisfaction with Rural Services: The Policy Preferences of Leaders and Community Residents.
ED 207 768
- Molohon, Kathryn Theresa**
The Adjustment of Native American Students to Public Schools in the East San Francisco Bay Area.
ED 207 729
- Montalvo, Frank F.**
The Mexican American Culture Simulator for Child Welfare. Technical Report.
ED 207 738
- Moore, David M.**
Community College Study of Media Utilization and Instructional Methodologies Used in Science Courses and Related Areas: A National Study.
ED 207 508//
- Moore, JoAnne E.**
Final Evaluation Report on Detroit's Bilingual Individualized Instructional Management System Project, 1978-1979.
ED 208 121
- Final Evaluation Report on Detroit's Title IV-C Bilingual Project, 1978-1979.**
ED 208 122
- Product Evaluation of the High School Reading and Communication Skills Component of the Detroit Desegregation Court Order.**
ED 208 114
- Moore, John C., Jr.**
Using 1980 Census Data for Local-Level Advocacy: An Introduction for Nontechnical Readers.
ED 207 899
- Morgan, Alistair**
Understanding How Students Learn—Outcome and Approach.
ED 208 015
- Morine-Dershimer, Greta**
Participant Perspectives of Classroom Discourse. Final Report. Part IV: How Do We Know? (Alternative Descriptions of Classroom Discourse).
ED 207 364
- Morn, Frank T.**
Academic Disciplines and Debates: An Essay on Criminal Justice and Criminology as Professions in Higher Education.
ED 207 397
- Morreau, Lanny E.**
Individualized Leisure Programs for Disabled Individuals.
ED 207 313
- Morrill, Robert W.**
Discriminating Between Parent and Teacher Perceptions of an Alternative School.
ED 207 159

Author Index

- Morris, Sharee**
Directory of Environmental Education Resources: A Guide to National and International Organizations That Provide Information on the Environment.
ED 207 812
- Morris, Van Cleve**
The Urban Principal. Discretionary Decision-Making in a Large Educational Organization.
ED 207 178
- Morris, William**
Student Accountability Model (SAM) Operations Manual.
ED 207 644
- Morten, H. Elizabeth**
American Indian Regional Community Education Development. Final Report.
ED 207 752
- Mosow, David K.**
The Microcomputer and Management of the Time Bound Educational Program.
ED 207 168
- Mowery, Donald R.**
Electronic Components, Transducers, and Basic Circuits. A Study Guide of the Science and Engineering Technician Curriculum.
ED 207 791
- Moynahan, Martha Jo Probst**
Staff Development: The Key to Successful Desegregation/Integration Implementation.
ED 207 156
- Muessig, Raymond H., Ed.**
Perspectives of Global Education: A Sourcebook for Classroom Teachers.
ED 207 850
- Mukhopadhyay, Sudesh**
Developing a Strategy for Minimizing Underachievement Through Teacher Classroom Behavior.
ED 207 725
- Murphy, Ann G.**
Individualized Study by Telecommunications. Model and Procedures Documentation Report.
ED 207 529
- Murray, Barry W.**
Level of Economic Knowledge of Certain Groups of Teachers.
ED 207 920
- Musick, Judith S., Ed.**
Infants: Their Social Environments.
ED 207 699//
- Musumeci, Marilyn**
The Technical Assistance Base of the National Diffusion Network. Final Project Report. October, 1977-July, 1980.
ED 207 219
- Muzzin, Linda J.**
Technology in Higher Education: Does It Really Improve Accessibility and Quality and Cost Less in the Long Run?
ED 207 428
- Myerberg, N. James**
Annual Test Report, 1979-80.
ED 208 053
- Myren, Richard A.**
Two Views of Criminology and Criminal Justice: Definitions, Trends, and the Future.
ED 207 394
- Nakahara, Joyce Y.**
A Plan for Sex Equity in Postsecondary Vocational Programs, State of Hawaii.
ED 206 881
- Nance, Time J.**
The Differential Effects of Frustration and Success Upon Competitive and Cooperative Behavior.
ED 206 969
- Nash, Philip C.**
A Guide to Energy-Related Curriculum at California Community Colleges and Certain Other Programs.
ED 207 826
- Natriello, Gary**
The Stratification of Socialization Processes: A View from the Classroom.
ED 207 874
- Nearine, Robert J.**
Higher Horizons 100, 1980-81 Compensatory Program Evaluation. Report 81-7.
ED 207 028
- Neer, Michael R., Ed.**
Small Group Communication in the 1980's.
ED 207 092
- Nelson-Heern, Laurie, Ed.**
Proceedings of the NECC 1981. National Educational Computing Conference (3rd, North Texas State University, Denton, Texas, June 17-19, 1981).
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- Nelson, JoAnn Neville**
The Experience of Parenthood, Family Phase and Adult Development: An Exploration of Parents' Perceptions.
ED 206 827
- Nesbit, Larry L.**
Relationship Between Eye Movement and Cognitive Information Acquisition Utilizing an Unobtrusive Eye Movement Monitoring Device.
ED 207 507//
- Nestor, Joanne P., Ed.**
Teaching Nutrition: A Review of Programs and Research.
ED 207 840
- New, Becky**
Use of Cameras in an Early Childhood Classroom to Enhance Academic and Self-Concept Growth.
ED 207 521
- Newberger, Carolyn Moore**
Prevention of Child Abuse: Theory, Myth, Practice.
ED 207 669
- Newberger, Eli H.**
Prevention of Child Abuse: Theory, Myth, Practice.
ED 207 669
- Newbold, Patricia L.**
Research Study to Assess Individual and Vocational Program Needs for Adult Education. Final Report.
ED 206 930
- Newman, Judith**
A College Curriculum for Displaced Homemakers: Women's Crisis Counseling.
ED 206 993
- Nishiyama, Kazuo**
Images as Barriers to Intercultural Communication.
ED 207 111
- Nitzke, Susan A.**
Techniques for Meeting Nutrition Education Needs.
ED 207 720
- Nordland, Floyd H.**
Conservation Reasoning Ability and Performance on BSCS Blue Version Examinations.
ED 207 820
- A Note on the Factor Structure of Some Piagetian Tasks.**
ED 207 823
- Norris, Carol A.**
Title IV-A/Johnson O'Malley Indian Education Program. Final Evaluation Report, 1980-81. Research Services Report 33-07-81/82-003.
ED 207 771
- Norris, Donald M.**
Colleges Respond to Decline: Resistance versus Application. Issues in Higher Education, No. 17.
ED 207 390
- O'Connor, Linda D.**
Hearing Officer Handbook.
ED 207 282
- O'Grady, Barbara, Ed.**
Mobilizing Rural Community Resources for Support and Development of Local Learning Systems in Developing Countries.
ED 207 756
- Pacanowsky, Michael**
333
- O'Reilly, Robert C.**
Changing Certification and Endorsement Programs.
ED 207 193
- O'Rourke, Sean Patrick**
The Small Claims Court: An Argumentative Instructional Alternative.
ED 207 089
- Oaks, Harold R.**
Wanderings in Western Europe. Theatre for Young Audiences around the World: Aesthetic and Political Trends.
ED 207 121
- Odden, Allan**
School Finance Reform in the States: 1981.
ED 207 132
- Oden, Sherri**
Peer Relationship Development in Childhood.
ED 207 668
- Odo, Carol F.**
A Plan for Sex Equity in Postsecondary Vocational Programs, State of Hawaii.
ED 206 881
- Ogden, Evelyn**
Interim Report Concerning Schools Involved in the Comprehensive Basic Skills Review Process.
ED 208 105
- Ohannesson, Gregory S.**
Updating and Upgrading Occupational Instructors: A Process Handbook.
ED 206 831
- Okimoto, Dave**
Outreach, Information and Referral: Program Components and Models of Outreach, Information and Referral Services for Refugees.
ED 208 099
- Oosterhof, Albert C.**
Comparison of Difficulties and Reliabilities of Math-Completion and Multiple-Choice Item Formats.
ED 208 028
- Oppenheim, Micha Falk**
Integrating Library Resources in the Jewish Educational Curriculum with Specific Reference to the Teaching of Jewish Observances.
ED 207 532
- Orr, Paul G.**
Second Annual Academic and Financial Study of Teacher Education Programs in Senior State Universities and Land-Grant Colleges. 1978-1979.
ED 207 946
- Osborn, Jean**
The Purposes, Uses, and Contents of Workbooks and Some Guidelines for Teachers and Publishers. Reading Education Report No. 27.
ED 207 020
- Oseguera, A. Anthony**
The American Acquisition of Linguistic and Mass Communication Skills in the Spanish Ambiance.
ED 207 334
- Oshima, Lynette K.**
The Cloze and Maze as Measures of Comprehension of a Social Studies Text: A Preliminary Report.
ED 207 889
- Owen, Sam A.**
What School Boards Can Do to Improve Teacher Competency.
ED 207 140
- Owston, Ronald D.**
An On-Campus, Off-Campus Model for Native Indian Teacher Education.
ED 207 726
- Oxford, Jacquellin F.**
Community College Study of Media Utilization and Instructional Methodologies Used in Science Courses and Related Areas: A National Study.
ED 207 508//
- Pacanowsky, Michael**
Cop Talk and Media Use.
ED 207 110

Pace, Ann Jaffe

Children's Knowledge and Text Comprehension.
ED 207 359

Papert, Seymour

A Case Study of a Young Child Doing Turtle Graphics in LOGO. AI Memo 375.

ED 207 578

Final Report of the Brookline LOGO Project, Part II: Project Summary and Data Analysis. Artificial Intelligence Memo No. 545.

ED 207 801

Interim Report of the LOGO Project in the Brookline Public Schools: An Assessment and Documentation of a Children's Computer Laboratory. Artificial Intelligence Memo No. 484.

ED 207 799

Parcell, Stanley R.

A Study of Attitude Change in College Classes.
ED 207 928

Park, Wook

On-Site Evaluation in Illinois.

ED 208 055

Parker, Franklin

Why the Evolution/Creation Battle Rages: What Educators Can Do.

ED 207 904

Parks, A. Lee

Secondary Special Education Programs: A Procedures Manual.

ED 206 800

Parrett, William

Alternative Schools: What's Really Happening in the Classrooms.

ED 207 236

Parsons, H. McIlvaine

Human Factors and Robotics: Current Status and Future Prospects.

ED 206 911

Parsons, Jacquelynne Eccles

Attributions, Learned Helplessness and Sex Differences in Achievement.

ED 208 020

Sex Stereotyping Versus Perceived Value as the Mediator of Sex Differentiated Math Participation.

ED 207 834

Pate, Anita Alexander

Can Business Education Mainstream the Handicapped into the Skills Areas?

ED 207 318

Pattavina, Paul

Generic Affective Teaching Competencies, and Personal Efficacy Needs of Hispanic Students in Public Schools.

ED 207 291

Paulin, Pauline

The Politics of Evaluation at the Local Level: A View Through Teachers' Perspectives.

ED 207 224

Peabody, Shelly Ann

A Survey of Academic Advising Models Used by Maryland State Public Institutions of Higher Education. Research Report No. 4-80.

ED 207 460

Peake, Ronald E.

Promoting Classroom Teacher Research.

ED 207 951

Pearson, James P.

The Structure of Colleague Relations in an Urban Elementary School.

ED 207 167

Pearson, Jerry D.

The Overhead System: Production, Implementation and Utilization. 2nd Edition.

ED 207 531

Peleg, Rena

Instrument Development for Informal Diagnosis of Hebrew as a Second Language Spelling Miscues.

ED 207 326

Peltier, Wanda Jo

Displaced Homemakers: Vo-Tech Workshop Guide.

ED 206 872

Perez, Carmen A.

Report on the Educational Programs for Students of Limited English Proficiency in the State of New York.

ED 208 086

Perfetti, Charles A.

Language, Speech and Print.

ED 207 011

Perlman, Radia

Using Computer Technology to Provide a Creative Learning Environment for Preschool Children. AI Memo 360.

ED 207 576

Perry, Alan F., Ed.

Preserving Your Historical Records. Proceedings of the Symposium Held at Drake University (Des Moines, Iowa, October 21-22, 1978).

ED 207 546

Perry, Constance M.

Writing Guide for Student Oceanography and Marine Biology Field Research Reports.

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Peseau, Bruce A.

Second Annual Academic and Financial Study of Teacher Education Programs in Senior State Universities and Land-Grant Colleges. 1978-1979.

ED 207 946

Peters, Richard

Ecosocial Studies: A Strategy to Develop Global Perspectives and Relationships Among Nations and Between Humans and Their Natural/Social Environments.

ED 207 816

Teaching Students to be Proactive Change Agents in a Global Age: A New Direction for Preservice and Inservice Teacher Education.

ED 207 952

Petersen, Anne C.

Sex Differences in Cognition: Exploring Alternative Explanations. Symposium Papers.

ED 206 947

Petersen, Nancy S.

IRT Versus Conventional Equating Methods: A Comparative Study of Scale Stability.

ED 208 039

Pettygrove, Willa

Employer Sponsored Child Care: Four Issues Papers.

ED 207 688

Phelps, L. Allen

Development of Procedures for Assessing the Impact of Vocational Education Research and Development on Vocational Education (Project IMPACT). Volume 1-Context and Principles of Assessing Impact.

ED 206 810

Development of Procedures for Assessing the Impact of Vocational Education Research and Development on Vocational Education (Project IMPACT). Volume 2-A Case Study of the Illinois Occupational Curriculum Project.

ED 206 811

Development of Procedures for Assessing the Impact of Vocational Education Research and Development on Vocational Education (Project IMPACT). Volume 3-A Case Study of the Illinois Network of Exemplary Occupational Education Programs for Handicapped and Disadvantaged Students.

ED 206 812

Development of Procedures for Assessing the Impact of Vocational Education Research and Development on Vocational Education (Project IMPACT). Volume 5-A Case Study of Illinois Career Education Projects at the Awareness Level.

ED 206 814

Development of Procedures for Assessing the Impact of Vocational Education Research and Development on Vocational Education (Project IMPACT). Volume 9-Executive Summary.

ED 206 818

Author Index

Evaluation of Vocational Education Programs Serving Limited English Proficiency Students. An Analysis of the Illinois Three Phase System.

ED 206 855

Evaluation of Vocational Education Programs Serving Limited English Proficiency Students. An Analysis of the Illinois Three Phase System. Executive Summary.

ED 206 856

Identification, Assessment, and Placement of Limited English Proficiency Students in Vocational Education. A Study of Current Practices in Illinois.

ED 206 854

Phillips, Susan D.

Career Planning Modules for the Officer Career Information and Planning System.

ED 207 554

Phipps, Rita

Towards a Holistic Theory of Adult Education: Academic-Skills-Deprivation, Cause and Cure.

ED 207 456

Pierce, Nancy

Institute of Study for Older Adults, Liberal Arts Program: Annual Report, 1979-80.

ED 207 637

Pierce, Nancy T.

A Guide to Developing Consumer Education Programs for the Elderly.

ED 207 640

Pierce, Norma F.

Comparison of Sex-Role Orientation and Personality Variables in Traditional Women and College Re-Entry Women.

ED 206 945

Piggott, Tonya

The Relationship of Sex Role and Career Factors in Career Decision Making.

ED 206 949

Pigozzi, Mary Joy

The Non-Formal Education Information Center and Network. A Report of Progress. Annual Report of the NFE Network Project: Operating a Clearinghouse on NFE Information (September 1979-August 1980) and Two Semi-Annual Reports of the NFE Network Projects: Providing Technical Assistance in Creating LDC National/Regional Information Centers (March 1980-August 1980; September 1980-February 1981).

ED 207 613

Pinnell, Gay S.

Networking and Accessing School Discipline Programs.

ED 207 223

Pitkoff, Evan

In Search of Ways to Reduce Unnecessary Teacher Absenteeism.

ED 207 180

Pla, Myrna

Eventos de Noviembre (November Events).

ED 207 784

Eventos de Octubre (October Events).

ED 207 783

Place, Patricia M. O'Brien

Nutrition in Policy Planning for the Rural Sector. Cornell International Nutrition Monograph Series, Number 8 (1981).

ED 207 711

Plater, William M.

Faculty Study in a Second Discipline: Survey of Fellows May 1981.

ED 207 469

Plisko, Valena White

The Condition of Education: 1981 Edition. Statistical Report.

ED 207 186

Polson, Martha C.

Competition for Left Hemisphere Resources: Right Hemisphere Superiority at Abstract Verbal Information Processing.

ED 207 018

Author Index

- Pooley, Richard C.**
Career Development for Dropout LD and ED Adolescent Boys: Two Evaluation Reports on Activities between April 1, 1980-September 30, 1980 and October 1, 1980-March 31, 1981.
ED 207 284
- Porter, Jeanne Harber, Ed.**
Nontraditional Resources Catalogue: Opening Trade Barriers.
ED 206 985
- Posante, Rebecca**
Utilization of Evaluation Results in Joint Policy Making.
ED 208 007
- Powell, Jack V.**
Computer-Based Instruction in Early Childhood Education at the University of Georgia: A Proposed Innovation.
ED 207 702
- Powell, Judith A.**
An Evaluation of the Oklahoma Training for Child Care Careers Project.
ED 207 692
- Powers, William G.**
Communication and Noncompliance: An Axiomatic Framework.
ED 207 109
- Preer, Jean L.**
Minority Access to Higher Education: AAHE-ERIC/Higher Education Research Report 1.
ED 207 474
- Prentice, Robert**
Developing an Occupational Drug Abuse Program: Considerations and Approaches. Services Research Monograph Series.
ED 206 965
- Preskill, Hallie**
An Assessment of Mainstream and Special Vocational Educator Involvement in the IEP Process and Related Inservice Needs.
ED 206 834
- Prinz, Ronald J.**
Differential Characteristics for Hyperactive Children High and Low on Aggression.
ED 207 717
- Prokop, Ruth T.**
Sexual Harassment in the Federal Workplace: Is It a Problem? A Report of the U.S. Merit Systems Protection Board Office of Merit Systems Review and Studies.
ED 206 960
- Psacharopoulos, George**
Higher Education in Developing Countries: A Cost-Benefit Analysis. Staff Working Paper No. 440.
ED 207 371
- Pugh, A. K.**
Practical Applications of Analyses and Descriptions of Texts.
ED 207 014
- Purkerson, Ray**
Failure Syndrome: Stress Factor for Middle School Children.
ED 207 680
- Putnam, Linda L.**
Equivocal Messages in Organizations.
ED 207 122
- Quatrano, Louis A.**
Examining Management Success Potential.
ED 207 239
- Rabinowitz, Mitchell**
Schematic and Taxonomic Organization in Free Recall.
ED 208 014
- Rae, Judith**
The Response of Higher Education to Women's Inequality.
ED 207 449
- Raichle, Donald R.**
From a Normal Beginning: The Origins of Kean College of New Jersey.
ED 207 441//

- Rainey, Malcolm F.**
Roles, Competencies and Leadership Qualities of Administrators and Supervisors: An Annotated Bibliography.
ED 207 246
- Raivetz, Mark J.**
High School for the Creative and Performing Arts: Student Attitudes and Perceptions. Report 8051.
ED 208 049
- Ramirez, Ramiro R.**
Generic Affective Teaching Competencies, and Personal Efficacy Needs of Hispanic Students in Public Schools.
ED 207 291
- Rancourt, Richard**
A Relationship Between Hemisphericity and Psycho-Epistemology.
ED 207 509//
- Randall, Shirley**
Kitchen Safety. Technical Assistance and Dissemination System: Illinois Special Needs Populations.
ED 206 836
- Shop Safety. Technical Assistance and Dissemination System: Illinois Special Needs Populations.**
ED 206 839
- Raskin, Victor**
Scripts and the Composing Process.
ED 207 329
- Rathmell, Edward C.**
Teaching Children to Solve One-Step Word Problems.
ED 207 849
- Ravizza, Kenneth**
Cognitive Somatic Behavioral Interventions for Maximizing Gymnastic Performance.
ED 207 948
- Ray, Amy S.**
The Effects of Need for Achievement on the Job Level/Job Satisfaction Relationship.
ED 206 972
- Reap, Margaret C.**
A Community College User's Approach to American College Testing Data.
ED 207 615
- Reckase, Mark D.**
A Comparison of Procedures for Constructing Large Item Pools.
ED 207 998
- Tailored Testing, Measurement Problems and Latent Trait Theory.**
ED 207 987
- The Use of the Sequential Probability Ratio Test in Making Grade Classifications in Conjunction with Tailored Testing.**
ED 208 006
- Redfield, Doris L.**
Interaction Effects of Task Variables and Ability on Task Engagement.
ED 207 038
- Redman, George L.**
Effects of Human Relations Training on Intellectual and Moral Development.
ED 207 963
- Reed, Tipawan Troung-Quang**
Vocational Training and Skills Recertification: Program Components and Models of Vocational Training and Skills Recertification for Refugees.
ED 208 073
- Reese, D. Chris**
Counting on Energy. Project E3 (Energy, Economics, and the Environment).
ED 207 824
- Reese, William J.**
Case Studies of Social Services in the Schools of Selected Cities. Final Report. Revised.
ED 208 082
- Regoli, Robert M.**
Professionalism Among Criminal Justice Educators.
ED 207 396

Robertson, S.

335

- Reid, George A., Jr.**
Learning Hierarchies in Instructional Development: Experiences and Directions for Research.
ED 207 510//
- Reisman, Karen Cortell**
Eight Years of Special Education Research in a Large Urban School District.
ED 207 273
- Renner, John W.**
Priorities for Research in Science Education: A Survey.
ED 207 855
- Rhodes, H. Clarence**
Disadvantaged Learners: The Nature of the Problem and Some Potential Solutions.
ED 207 773
- Rhodes, Jack, Ed.**
Dimensions of Argument: Proceedings of the Summer Conference on Argumentation (2nd, Alta, Utah, July 30-August 2, 1981).
ED 207 119
- Rhodes, Veula J.**
Development of a Rationale and Justification for the Specification of General Education Goals within History Curricula.
ED 207 897
- Ribando, Michael**
The Basic Skills Effort at the City University of New York.
ED 207 072
- Richards, Audrey, Ed.**
The Complete Grants Sourcebook for Higher Education.
ED 207 477//
- Richards, Meredith Martin**
Acquiring Different Senses of the Verb "To Know."
ED 207 358
- Richards, Michael D.**
Institutional Advancement Strategies in Hard Times. AAHE-ERIC/Higher Education Research Report No. 2.
ED 207 475
- Rigdon, Steven E.**
Estimation in Latent Trait Models.
ED 208 033
- Riley, Marcia G.**
Workshop Participants' Perception Rankings of Second Generation School Desegregation Issues.
ED 208 085
- Rios, Betty Rose**
ERIC Abstractor/Indexer Workbook. Revised Edition. 1981.
ED 207 614
- Rippey, Donald**
What Is Student Development? Horizons Issue Monograph Series.
ED 207 619
- Rissland, Edwina L.**
A Conceptual Framework for High School Mathematics. Final Report.
ED 207 854
- Ritter, Kurt**
The Quality of the 1980 Presidential Forums: A "Revisionist" Position on Presidential Debates.
ED 207 096
- Roark, Edith**
Reading and Nursing Work Together.
ED 207 623
- Roberts, Keith J.**
The Developmental Mathematics Curriculum at Milwaukee Area Technical College: An Historical Perspective.
ED 207 641
- Robertson, S.**
An Evaluation of Work Experience Programmes Operating in Government Secondary Schools in Western Australia. Discussion Paper No. 10.
ED 206 909

- Robinson, Rhonda S.**
Affective Responses to the Literary and Cinematic Elements in an Educational Film: A Descriptive Investigation.
ED 207 511//
- Robinson, Sondra G.**
Choosing a Color Television System.
ED 207 087
- Robinson, Vicki, Comp.**
Excellence Through Opportunity. ESEA Title I Reallocation Projects, 1979-1980.
ED 208 069
- Rodriguez-Brown, Flora**
A Search for Congruency in Language Proficiency Testing: What the Tests Measure-What the Child Does.
ED 207 345
- Rodriguez, Jerry**
Cultural Awareness of Minority Groups: Some Implications for School-Community Interaction.
ED 207 233
- Rodriguez, Linda**
Local Government Support of a Child Voucher System: Austin/Travis County, Texas.
ED 207 713
- Roe, Kiki V.**
Infants' Mother-Stranger Discrimination and Cognitive Functioning Twelve Years Later.
ED 207 705
- Roenker, Daniel L.**
Interaction Effects of Task Variables and Ability on Task Engagement.
ED 207 038
- Rogers, A. Robert**
Alternative Modes for Providing Graduate Education for Librarianship in Ohio. Final Report.
ED 207 540
- Rogers, George W., Jr.**
Nontraditional, Female, Commuter Students: Coping with College.
ED 207 450
- Rogers, Sandra K.**
Field Test Results of a Workbook Approach to Improving the Self-Concepts and Motivation Levels of Vocational Students.
ED 206 914
- Rohner, Daniel J.**
Development of an Index of Computer Anxiety.
ED 207 512//
- Rondero, Virginia; Smith, Rosalie**
Services for Young Children of Migrant Farmworkers: A Report to the Governor and the Superintendent of Public Instruction.
ED 207 687
- Rooke, John T.**
A Pilot Program to Provide Ownership Skills to Seniors in the Vocational Technical Schools and Other Educational Institutions. Year Three. Final Report.
ED 206 935
- Roos, Michael E.**
Syntactic Maturity and Grading: A Correlational Study.
ED 207 071
- Rosario, Jose**
Evaluations of Bilingual Programs: Examples of the Reproductive Functions of Evaluative Research. Bilingual Education Paper Series, Vol. 4 No. 7.
ED 207 992
- Rosberg, William H.**
An Examination of the Perceived Educational Needs of a Sample of the Population of the Service Area of Kirkwood Community College.
ED 207 642
- Rosen, Robert H.**
Children's Perception of Support Inventory.
ED 207 723
- Rosenblum, Sheila**
Designing and Managing Interorganizational Networks. Linking R&D with Schools.
ED 207 260
- A Program and Its Implications for Dissemination and School Improvement Policy. Linking R&D with Schools.**
ED 207 262
- Rosenfeld, Stuart**
Declining Enrollments: The Challenge of the Coming Decade. Summary Report.
ED 207 212
- Rosinski, Jane L.**
New Hampshire Lost Person Study, 1974-1979.
ED 207 750
- Rotella, Robert**
Cognitive Somatic Behavioral Interventions for Maximizing Gymnastic Performance.
ED 207 948
- Roth, Robert A.**
A Survey of Teacher Supply and Demand Data Collection Systems in NASDTEC Central Region States.
ED 207 942
- Roubinek, Darrell L.**
Alternative Teacher Education Programs: Their Effect on Selected Students' Attitudes.
ED 207 961
- Rousseau, Denise M.**
Problems of Complex Systems: A Model of System Problem Solving Applied to Schools.
ED 207 164
- Rubin, Allen, Ed.**
Teaching Social Work Research: Alternative Programs and Strategies.
ED 207 367
- Rubin, Rebecca B.**
Assessment of College-Level Speaking and Listening Skills.
ED 208 032
- Ruddiman, Joan Runner**
Rate and Comprehension in Relationship to Self Report of Reading Processes and Attitudes of College Students.
ED 207 004
- Rudy, John**
Saving Schoolhouse Energy. Final Report.
ED 207 838
- Russell, N.**
Teachers as Evaluators Project: A Guide to Evaluation in the Kindergarten or Preschool.
ED 207 714
- Rutherford, William L.**
Examination of the Implementation of a Junior High School's New Approach to Discipline by Longitudinal Analysis of Change in Teachers' Stages of Concern and Levels of Use.
ED 207 171
- Internal Support Structures for the Development of Autonomous Schools. Research on Concerns-Based Adoption.**
ED 207 175
- The Personal Interview: A Tool for Investigating and Understanding Change in Schools.**
ED 207 173
- A Study of the Effects of Various Interventions in a Two-Year Implementation Effort. Procedures for Adopting Educational Innovations Program.**
ED 207 944
- Ryan, Robert W.**
Une analyse phonologique d'une parler acadien de la Nouvelle-Ecosse, Canada. Region de la Baie Sainte-Marie (A Phonological Analysis of Acadian Speech in Nova Scotia, Canada. The Baie Sainte-Marie Region).
ED 207 361
- Ryan, T. A.**
A Model for a Deinstitutionalization Program for Youthful Offenders.
ED 206 948
- Saarni, Carolyn**
Emotional Experience and Regulation of Expressive Behavior.
ED 207 700
- Saidens, Mark Henry**
Collective Bargaining in Government: An Introduction and Teaching Guide.
ED 207 911
- Saint-Onge, Hubert**
Training for Middle Level Skills.
ED 206 912
- Salem, Philip**
For the Primacy of Speech Communication in Organizational Communication.
ED 207 104
- Teaching Organizational Communication: Course and Program Considerations.**
ED 207 108
- Sartain, Harry W.**
Languages of the Disciplines.
ED 207 059
- Saunders, J. A.**
The Student-Selection Process: A Model of Student Courses in Higher Education.
ED 207 402
- Saupe, Joe L.**
The Functions of Institutional Research.
ED 207 443
- Scarboro, C. Allen**
Programs for Changing Attitudes: Social Distance and the Department of Public Instruction's Human Relations Program.
ED 208 093
- Schaefer, Daniel E.**
Health Manpower Assessment Within the Framework of Area Health Education Center Evaluation.
ED 206 824
- Shane, Catherine S.**
Movement Exploration as a Technique for Teaching Pre-Swimming Skills to Students with Developmental Delays.
ED 207 314
- Schenck, Susan J.**
Ramifications of the Minimum Competency Movement for Special Education.
ED 207 234
- Scherini, Rose**
Survey of Immigrant and Refugee Students at the University of California, Berkeley.
ED 207 433
- Schlenker, Richard M.**
A Model Framework for Course Materials Construction. Third Edition.
ED 207 839
- Writing Guide for Student Oceanography and Marine Biology Field Research Reports.**
ED 207 844
- Schmidt, Monica**
School Accreditation. Booklets I through IX.
ED 207 217
- Schneider, Mark**
Ethnicity and Politics. IRSS Research Reports.
ED 207 873
- Schoeneman, Thomas J.**
Children's Perceptions of the Sources of Self-Knowledge.
ED 207 706
- Schrenker, Robert J.**
The Evolution of a Community Drug Abuse Program: Families Have a Critical Role.
ED 206 942
- Schuler, S. C., Ed.**
Manual of Documentation Practices Applicable to Defence-Aerospace Scientific and Technical Information. Volume III: Sections 7-Information Retrieval; 8-Dissemination Practices; 9-Microform Systems and Reprography.
ED 207 610
- Manual of Documentation Practices Applicable to Defence-Aerospace Scientific and Technical Information. Volume II: Sections 4-Data Recording and Storage; 5-Mechanization Systems and Operations; 6-Announcement Services and Publications.**
ED 207 609
- Manual of Documentation Practices Applicable to Defence-Aerospace Scientific and Technical Information. Volume I: Sections 1-Acquisition and Sources; 2-Descriptive Cataloguing; 3-Abstracting and Subject Analysis.**
ED 207 608

Author Index

- Manual of Documentation Practices Applicable to Defence-Aerospace Scientific and Technical Information. Volume IV: Sections 10-Security Storage and Control; 11-Organization and Management; 12-Networks and External Sources of Information. ED 207 611
- Schumacher, Sally**
1980 Culture Shock: Evolving Ethnographic Procedures to Study Adult Learning-To-Read Behaviors. ED 207 007
- Schwartz, Susan M.**
Predicting College Achievement Using Performance in College-Level Courses Taken in High School, SAT Scores, and High School Rank. ED 207 414
- Scott, Randall W., Comp.**
Finding Materials on American Popular Culture in the MSU Libraries: Popular Music, Television, Comics, Popular Fiction, Movies. How to Find Series No. 9. ED 207 573
- Scott, Randall W., Ed.**
The Harry "A" Chesler Collection of Illustration and Comic Art at Fairleigh Dickinson University: A Booklist. ED 207 572
- Sedita, Joan**
Section 504: Help for the Learning Disabled College Student. ED 207 412
- Sedlacek, William E.**
Differences Between Women Who Choose Traditional and Non-Traditional Careers. ED 206 832
An Evaluation of a Staff Development Exercise at the 1980 American College Personnel Association Convention. Research Report No. 15-80. ED 207 462
A Profile of 1980 Entering Freshmen at the University of Maryland, College Park. Research Report No. 2-81. ED 207 464
Status of Recent Male and Female College Graduates. Research Report No. 5-81. ED 207 465
Student Types: Male and Female Changes Over a Decade. Research Report No. 14-80. ED 207 461
- Segars, John K.**
Characteristics of Effective Classrooms. ED 207 216
- Seifert, Bernice B.**
Some Models of Mathematics Teachers' Centres. ED 207 837
- Seifert, Bernice, B.**
Censorship in Social Studies. ED 207 903
- Sellers, Burt A.**
An Analysis of the Relationship of Students' Self Concepts in Science and Their Science Achievement, Mental Ability, and Gender. ED 207 806
- Shane, Harold G.**
Educating for a New Millennium: Views of 132 International Scholars. ED 207 910
- Sharma, Vidya S.**
INFO RELEASE. National Information Network for Recreation, Leisure and Sport. ED 207 535
- Sharp, Ann Margaret**
Social Inquiry: Instructional Manual to Accompany MARK. ED 207 883
- Sharp, Kay Colby**
Low-Income, Black Preschoolers' Ability to Complete Temporally-Ordered Sequences. ED 207 704
- Shaw, Joseph**
Humanism and the Christian Tradition: The Experience of Four Upper Midwest Church Colleges. ED 207 374
- Shearon, Ronald W.**
Putting Learning to Work: A Profile of Students in North Carolina Community Colleges, Technical Institutes, and Technical Colleges. A Technical Report. ED 207 624
- Sheldon, M. Stephen**
Past Performance, Quantitative Models, and the Prediction of Community College Enrollments. ED 207 627
- Sher, Jonathan**
Linking Education and Local Development: An International Perspective. ED 206 923
- Sherman, Deborah C.**
Evaluation of the Training Development Program. ED 206 802
Special Community Service and Continuing Education Program. Training Development Program (TDP). Final Report, FY '80 and 90-Day Extension. ED 206 803
- Sherr, Mary-Lou Breitborde**
Self-Esteem and Professionalism. ED 206 975
- Sherratt, Gerald R.**
Institutional Advancement Strategies in Hard Times. AAHE-ERIC/Higher Education Research Report No. 2. ED 207 475
- Shimabukuro, Sandra**
Ethnic Differences in the Nutritiousness of Diets of Hawai'i's Children. ED 208 083
- Shoemaker, Pamela J.**
Media Effects on the Perceived Legitimacy of Deviant Political Groups: Two Experiments. ED 207 046
- Shrock, Sharon A.**
Instructional Evaluation Techniques: Ends Dictate the Means. ED 207 596
- Shukla, Aditya N.**
Study of Aspirations, Attitudes and Motivational Structure of Adolescent Girl Students of Iraq for Out-of-Home Jobs. ED 207 748
- Shulman, Lawrence**
Identifying, Measuring, and Teaching Helping Skills. ED 207 372
- Siegel, Bernard J., Ed.**
Annual Review of Anthropology. Volume 10. 1981. ED 207 921//
- Siegel, Irving H.**
Fuller Employment with Less Inflation. ED 206 850
- Siegel, Martin A.**
Optimization of Computerized Drills: An Instructional Approach. ED 207 555
- Silver, Rawley A.**
Developing Cognitive Skills Through Art. ED 207 674
- Silvernail, Jean M.**
Levels and Types of Curriculum and Instructional Design Skills Presently Offered in Pennsylvania Teacher Education Programs. ED 207 950
- Silverstein, Robert**
A Comparison of Federal, State and Local Policies Affecting Education of Handicapped Children in Montgomery County Public Schools. ED 208 045
- Simmons, John S., Ed.**
Learning About Energy in Secondary Schools: Some Exemplary Lessons for Students. Volume II. Final Report, April 8, 1981 to December 31, 1981. ED 207 817
- Smith, Glenn** 337
- Simonson, Michael R.**
Development of an Index of Computer Anxiety. ED 207 512//
Persuasive Films: Techniques Used to Change Attitudes. ED 207 513//
- Simonson, Michael R., Ed.**
Proceedings of Selected Research Paper Presentations at the 1981 Convention of the Association for Educational Communications and Technology and Sponsored by the Research and Theory Division (Philadelphia, Pennsylvania, April 1981). ED 207 487
- Simpson, Antony E.**
Accreditation and Its Significance for Programs of Higher Education in Criminology and Criminal Justice: A Review of the Literature. ED 207 398
- Simpson, Elizabeth J.**
What People Will Need to Know in the 80s and Beyond to Be Intelligent Consumers and Effective Homemakers (Content for Consumer and Home-making Education). ED 206 825
- Sinatra, Richard**
Visual Compositions and the Writing Process. ED 207 082
Visual Compositions: A Way to Teach Explicit and Implicit Text Factors in Content Areas. ED 207 003
- Singh, Balwant**
The Development and Analysis of a Grade Eight Physical Science Test. ED 207 999
The Development and Analysis of a Test on "Responsibility" for High School Students. ED 208 000
- Sirgado, Isabel Cid**
District 30 Queens. Chapter 720. Greek-English, Korean-English. Final Report. ED 208 087
- Slaughter, Virginia B.**
Basic Skills Programs at the City University of New York: Writing. ED 207 073
- Smalley, Lee, Ed.**
Technology Education Symposium II. Program Theme: "Technological Literacy" (Menomonie, Wisconsin, May 1-2, 1981). ED 206 915
- Smelser, Neil J.**
The Changing Academic Market: General Trends and a Berkeley Case Study. ED 207 454//
- Smith, Calvert H.**
The Predominantly Black College: An Exploration of Its Role and Function. ED 207 409
The Status of Black Administrators in Higher Educational Institutions. ED 207 406
- Smith, Cyrus F., Jr.**
Reading in the Mathematics Classroom. ED 207 836
- Smith, Daniel J.**
Channeling a Community's Aging Resources. ED 206 991
- Smith, Frederick R.**
Hospital Corpsman 1 & C. Rate Training Manual and Nonresident Career Course. Revised. ED 206 910
- Smith, Gary R.**
Certification, Employment and Attrition of Special Education Professional Personnel in Michigan. ED 207 294
- Smith, Glenn**
The Problem of Interfacing the Academic and Business Worlds: Internship Programs in Communication. ED 207 113

- Smith, John P.**
Satisfaction with Rural Services: The Policy Preferences of Leaders and Community Residents. ED 207 768
- Smith, Lyle R.**
A Low-Inference Indicator of Lesson Structure in Mathematics. ED 207 856
- Smith, Richard E.**
The Overhead System: Production, Implementation and Utilization. 2nd Edition. ED 207 531
- Sneller, Angela K.**
Censorship in Public Schools. ED 207 118
- Soares, Louise M.**
Goal-Assessment for Administrative Decision-Making. ED 207 410
- Sobkowski, Shawn**
Final Report of the Vocational Rehabilitation Project (SREG 116), November 1980-June 1981. Part I. ED 206 882
- Solimano, Giorgio R.**
The Impact of Socioeconomic Development and Ecological Change on Health and Nutrition in Latin America. Cornell International Nutrition Monograph Series, Number 9 (1981). ED 207 712
- Soll, Lila**
Basic Skills Programs at the City University of New York: Reading. ED 207 029
- Solomon, Cynthia J.**
A Case Study of a Young Child Doing Turtle Graphics in LOGO. AI Memo 375. ED 207 578
Leading a Child to a Computer Culture. AI Memo 343. ED 207 575
Teaching the Computer to Add: An Example of Problem-Solving in an Anthropomorphic Computer Culture. Artificial Intelligence Memo No. 396. ED 207 809
- Soosai, J. S.**
A Decade of International Library Co-operation Through IFLA: A Third World Perspective. ED 207 481
- Sorrell, Howard M.**
Innovative Perceptual Motor Activities: Programming Techniques That Work. ED 207 301
Innovative Perceptual-Motor Activities: Programming Techniques that Work-Part II. ED 207 307
- Soto, Rosalina**
A Treasure Chest: Stories and Surprises. ED 207 782
- Soucek, Branko, Ed.**
Proceedings of the Conference: Universities in World Network of Information and Communication (3rd, Dubrovnik, May 20-23, 1980). ED 207 538
- Soven, Margot**
Language Analysis: Critical Reading and Writing-What's the Connection? ED 207 081
- Spencer, Gregory J.**
Special Report on the Training and Support of Educational Linking Agents. Linking R&D with Schools. ED 207 252
- Splaine, John**
Some Observations on the Available Research for the Media Manager. ED 207 514//
- Spooner, Kendrick L.**
Impact Evaluation of the Area Vocational School Delivery System. Executive Summary (and) Technical Report. ED 208 043
- Survey of Non-Completers and No-Shows of Vocational Programs in Colorado. Executive Summary (and) Technical Report. ED 208 046
- Spore, Melissa**
Extending Basic Education to the Elderly: A Guide to Program Development. ED 207 639
- St. John, Edward P.**
Public Policy and College Management. Title III of the Higher Education Act. ED 207 442//
- St. Martin, Gail M.**
Orientation and Intercultural Communication: A Course for Advanced ESL Students. ED 207 348
- Stabler, Brian**
Facilitating Positive Psychosocial Adaptation in Children with Cystic Fibrosis by Increasing Family Communication and Problem-Solving Skills. A Research Report to the Cystic Fibrosis Foundation. ED 207 708
- Stahl, Norman A.**
The Professional Preparation of Reading Specialists for the Community College, Liberal Arts College and University. ED 207 006
- Stallings, David**
Evaluative Research in Local Youth Programming-Using the Tools of Knowledge Development. Knowledge Development Framework. Youth Knowledge Development Report 1.5. ED 206 861
- Stang, David J.**
Preparing for Graduate Study in Psychology: Not for Seniors Only! ED 207 929//
- Stansfield, James L.**
Wumpus Advisor I. A First Implementation of a Program That Tutors Logical and Probabilistic Reasoning Skills. AI Memo 381. ED 207 585
- Staples, E. Susan**
Identifying Continuing Education Needs as Perceived by Public School Learning Resources Personnel in Texas. A Final Report of a Research Project. ED 207 557
- Stapleton, Jerry**
Science and Engineering Graphics I. A Study Guide of the Science and Engineering Technician Curriculum. ED 207 796
- Stavros, Denny**
Product Evaluation of the Inservice Training Component of the Detroit Desegregation Court Order. ED 208 111
- Steeves, H. Leslie**
Coorientation Time Trends in a Small Group. ED 207 097
- Stennett, R. G.**
Absence from School: Patterns and Effects. ED 207 192
Early Identification System: Year Two. Research Report 80-15. ED 207 677
- Stephen, Mae**
Developing an Occupational Drug Abuse Program: Considerations and Approaches. Services Research Monograph Series. ED 206 965
- Stephens, E. Robert**
Education Service Agencies: Status and Trends. ESA Study Series/Report No. I. ED 207 205
The Establishment and Abolishment of a State-wide System of Education Service Agencies: The Kentucky Experience. ESA Study Series/Report No. III. ED 207 206
Factors Influencing Local Education Agency Participation in the Programs and Services of Education Service Agencies in the State of Texas. ESA Study Series/Report No. VI. ED 207 779
- ED 207 207
Major Policy Issues Surrounding the Education Service Agency Movement and a Proposed Research and Development Agenda. ESA Study Series/Report No. VII. ED 207 208
- Stephens, Mary**
Democratic Leadership by Managing Meetings for Effective Group Decision-Making. ED 207 153
- Stevenson, Robert L.**
A Critical Look at Critical Analysis. ED 207 047
The Structure of Foreign News. ED 207 048
- Stickney, Benjamin**
The Limits of Compensatory Education. ED 208 094
- Stieglitz, Maria**
Comparisons of Parent and Teacher Attitudes toward Mainstreaming. Draft. ED 207 281
- Stiehm, Judith Hicks**
Bring Me Men and Women. Mandated Change at the U.S. Air Force Academy. ED 207 437//
- Stokes, Bruce**
Global Housing Prospects: The Resource Constraints. Worldwatch Paper 46. ED 207 898
- Stone, Franklin D.**
International Developments in Educational Administration. ED 207 244//
- Stone, Franklin D., Ed.**
International Perspective, Educational Administration. A Directory. ED 207 124//
- Stone, James C., Ed.**
Qualitative Evaluation. ED 207 991
- Stover, Francis W.**
Veterans Educational Assistance Program (GI Bill). ED 207 408
- Strachan, Angus**
Rating Openness: A Training Manual. ED 206 943
- Streibel, Michael J.**
The Role of Stimulus-Size on Performance in the Embedded-Figures-Test and in the Rod-and-Frame-Test and the Implications of This Role for the Perceptual and Cognitive Style Constructs in Educational Technology Research. ED 207 515//
- Stribling, Thomas B.**
A Study to Design and Implement Employer-Based Evaluation of 1980 Vocational Education Completers and Leavers. Final Report. ED 206 933
- Strickland, Steve**
Regression Study of Learner Control Data. ED 208 012
- Stromquist, Nelly P.**
Study of the Career Intern Program. Task D Final Report, Volume I. A Comparison of Implementation Issues in YEDPA Programs. ED 207 994
- Sukanek, Kathleen L.**
Together We Do More: Cost-Effectiveness Through Interinstitutional Cooperation. ED 207 373
- Sullins, W. Robert**
Awarding Educational Credit for CETA Training: A Plan of Action. ED 206 897
- Surwill, Benedict J.**
Recommendations to Teacher Educators for Preparing Future Teachers for Careers in Rural Schools. ED 207 779

Author Index

- Svenson, Ian F.**
Distance University Students' Use of Course Material to Complete Mathematics Exercises. ED 207 848
- Syversen, Peter D.**
Doctorate Recipients from United States Universities. Summary Report 1980. ED 207 386
- Tabler, M. Bernadine**
Educating for a New Millennium: Views of 132 International Scholars. ED 207 910
- Tafuya, Terry**
What You Say After Hello: Pre-Service Orientation for Native Programs. ED 207 734
- Tallmadge, G. Kasten**
Study of the Career Intern Program. Final Report-Task B: Assessment of Intern Outcomes. ED 206 842
Study of the Career Intern Program. Summary Report. ED 206 840
- Tang, Esther D.**
Student Recruitment & Retention. ED 207 620
- Tardy, Charles H.**
The Implications of Multiple Dimensions of Self-Disclosure for the Nature and Functions of Reciprocity in Initial Interactions. ED 207 095
- Tarver, Linda K.**
An Analysis of Scores on the Common Examinations of the National Teacher Examinations of Candidates for Certification in Louisiana. ED 207 997
- Tata, Samba**
The Status of Black Administrators in Higher Educational Institutions. ED 207 406
- Taylor, Nancy E.**
The Effects of Written Language Awareness on First Grade Reading Achievement. ED 207 033
- Taylor, Robert, Ed.**
The Computer in the School: Tutor, Tool, Tutee. ED 207 670//
- Taylor, W. H., Ed.**
Continuing Professional Education: Moving into the 80's. Conference Proceedings (Calgary, Alberta, October 22-24, 1980). ED 206 877
- Taylor, William**
The Effects of a Networking Information Processing Strategy on the Learning of Field-Dependents When Receiving Visual Instructional Information. ED 207 493//
- Thiele, Bruce**
Motor Development Relays. ED 207 311
- Thomas, Bill**
Developmental Trampoline Activities for Individuals with Multiple Handicapping Conditions. ED 207 308
- Thomas, Elaine E., Comp.**
Recordings for Children. A Selected List of Records and Cassettes. Fourth Edition. ED 207 530
- Thomas, Gail E.**
Choosing a College Major in the Hard and Technical Sciences and the Professions: A Causal Explanation. ED 206 829
Student and Institutional Characteristics as Determinants of the Prompt and Subsequent Four-Year College Graduation of Race and Sex Groups. ED 208 103
- Thompson, Donald**
Encouraging Linkages Between CETA Youth Programs and Vocational Education in the State of Connecticut. Final Report. ED 206 937
- Thompson, Keith P., Ed.**
In Tune with P.L. 94-142: A Guide for Training Teachers Responsible for Music Education of Handicapped Learners. ED 207 276
- Thompson, Kirstin D.**
The Structure of Foreign News. ED 207 048
- Thompson, Pat**
The Consistency of Title I Evaluation Results for Commonly Used Test Batteries. ED 208 035
- Thomson, Barbara M.**
Strategies for Identification and Academic Development of the Gifted/Talented Bilingual Student. ED 207 290
- Thorpe, John**
Field Test Results of a Workbook Approach to Improving the Self-Concepts and Motivation Levels of Vocational Students. ED 206 914
- Tobin, Kenneth G.**
Patterns of Reasoning: Probabilistic Reasoning. ED 207 810
- Tomita, Machiko**
Teaching Assistants' Perceptions of Formal and Informal Communications with Students. ED 207 107
- Tompkins, Rachel, Ed.**
Citizen Guide to Quality Education. ED 207 201
- Torkelson, G. M.**
Media Research, Past, Present, Future. ED 207 516//
- Toro, Leonor**
Eventos de Noviembre (November Events). ED 207 784
Eventos de Octubre (October Events). ED 207 783
Simbolos Nacionales. National Symbols. ED 207 785
- Tossell, William E.**
Partnership in Development: Canadian Universities and World Food. Background Study 45. ED 207 845
- Townley, Charles**
Library Continuing Education in South Central Pennsylvania: The SPACE Council Needs Assessment. ED 207 607
- Townsend, Richard G., Ed.**
What's So Canadian About Canadian Educational Administration? Essays on the Canadian Tradition in School Management. Informal Series/27. ED 207 199//
- Treadway, Peter G.**
Study of the Career Intern Program. Final Report-Task A: Implementation. ED 206 841
- Trembath, Richard J.**
The Frequencies & Origins of Scientific Misconceptions. ED 207 846
- Trent, Richard L., Ed.**
Public Relations in the Community College: How to Start up an Operation, Determine the Program, and Master the Skills of Community College Public Relations. ED 207 633
- Triplett, Suzanne E.**
Linkages Between a State Bureau of Evaluation and the Professional Field. ED 208 002
- Triverio, Louis E.**
Once Established, What Techniques Work Best for Monitoring the District? ED 207 169
- Vincent, Philip** 339
- Tsutakawa, Robert K.**
Estimation in Latent Trait Models. ED 208 033
- Tully, Randolph R., Jr.**
Counting on Energy. Project E3 (Energy, Economics, and the Environment). ED 207 824
- Turner, Bobbie Porter, Ed.**
Preparing Regular Educators for New Responsibilities in Educating Handicapped Children. A Guide to Implementation Strategies for Policy-makers. ED 207 959
- Turner, Ralph R.**
Predicting Social Competence: The Validity of the PIPS. ED 207 718
- Tyack, David**
The Dream Deferred: A Golden Age for Women School Administrators. ED 207 161
- Uba, Anselm**
Cultural Influence on Selective Attention Processes among Nigerian Adolescents. ED 208 009
- Uhlman, Thomas**
Annual Evaluation Report. Volume I, Fiscal Year 1980. ED 207 264
- Valdes, Gabriel M.**
A Historical Approach to Legal Aspects of Bilingual Education. ED 207 335
- Valverde, Leonard A.**
A Literature Review: Competencies for Principals of Bilingual/Community Schools. ED 207 198
- Van der Drift, K. D.**
Final Report of the Computer Assisted Learning Test Project. Report No. 19. ED 207 486
- Van Rennes, Eve C.**
Exhibits Enhanced by Stand-Alone Computers. ED 207 523
- VanGundy, Arthur B.**
A Model of Crisis Decision Making in Organizations. ED 207 181
- Vasquez, James A.**
Counseling and Minorities: A Bibliography. ED 206 968
- Veltman, Calvin J.**
The Role of Language Characteristics in the Socioeconomic Attainment Process of Hispanic Origin Men and Women. ED 207 763
- Verabioff, Lorne J.**
Five to One Student Teaching Experience. ED 207 974
- Verhoeks, Thomas J.**
Secondary Special Education Accountability-Key for the 1980's. ED 207 288
- Violet, Joyce, Comp.**
Selected Readings on U.S. Immigration Policy and Law. A Compendium. ED 208 091
- Vigneault, Richard, Ed.**
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- Vihman, Marilyn May**
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- Vincent, Philip**
Cost-Effective Training Strategy at Field Level Strengthens Influence of Extension Agents in Community. ED 207 519

- Vinh, Augustine Ha T.**
Refugee Resettlement in the United States: An Annotated Bibliography on the Adjustment of Cuban, Soviet and Southeast Asian Refugees.
ED 208 123
- von Raffler-Engel, Walburga**
The Ontogeny of Communication.
ED 207 091
- Voorhees, Anita E.**
Tracking Working Women. Final Report, August 1980-June 30, 1981.
ED 206 902
- Waddell, Kathleen J.**
Hyperactivity as a Personality Disorder.
ED 207 715
- Wade, Michael G.**
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ED 207 672
- Waisbrot, Sally**
A Conceptual Framework for High School Mathematics. Final Report.
ED 207 854
- Wajenberg, Arnold S.**
FLC/FEDLINK AACR 2 Cataloging Manual for Federal Libraries.
ED 207 542
- Wallace, Charles W.**
Dissemination Strategies at the National Science Foundation in Pre-College Education.
ED 207 857
- Walton, Marsha D.**
"XYZ-PDQ!" The Terms and Effects of Children's Challenges.
ED 207 681
- Wang, Peter**
The Changing Ethnic Population and Its Impact on School Districts in California.
ED 208 108
- Ward, B. J.**
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ED 207 927
- Ward, Mary Jane**
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ED 206 891
- Wardell, Laurie**
The Treatment of Wife Abuse in Recent Social Science Literature.
ED 206 981
- Warner, Richard W., Jr.**
Rural Education: A Field of Study Whose Time Has Come in Higher Education.
ED 207 757
- Waters, Brian K.**
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ED 207 995
- Watson-Gegeo, Karen Ann**
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ED 207 517//
- Watt, Daniel**
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ED 207 802
- Wattenbarger, James L.**
Financing Community Colleges, 1981.
ED 207 631
- Way, Wendy L.**
Techniques for Meeting Nutrition Education Needs.
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- Weaver, W. Timothy**
The Contest for Educational Resources. A Dynamic Theory of Equity. Final Report.
ED 207 947
- Wei, Tam Thi Dang**
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ED 208 109
- Weinbach, Robert W., Ed.**
Teaching Social Work Research: Alternative Programs and Strategies.
ED 207 367
- Weinstein, Claire E.**
The Effects of Material and Task Variations on a Brief Cognitive Learning Strategies Training Program.
ED 208 016
Training Versus Instructions in the Acquisition of Cognitive Learning Strategies.
ED 208 018
- Weiss, M.**
Practical Guide for the Selection of Audio Visual Media. General Criteria System and Evaluation Procedure for Educational Media Decisions.
ED 207 591
- Weissbourd, Bernice, Ed.**
Infants: Their Social Environments.
ED 207 699//
- Wells, Gordon**
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- Wells, JoAnn Carter**
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- Wendling, Robert C., Ed.**
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- Wessels, Kathy**
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- Wheeler, Linda**
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- Whinfield, R. W.**
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- White, Marilyn Domas**
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- White, Susan J.**
Exemplary Rural Education and Economic Development Initiatives. State-of-the-Art Report.
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- Whitfield, Edie**
Failure Syndrome: Stress Factor for Middle School Children.
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- Whitmore, Marilyn P.**
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- Whittaker, Fawn**
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- Wiener, Harvey S.**
Basic Skills Programs at the City University of New York: Writing.
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- Wilbur, Franklin P.**
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- Wilburn, Marion T.**
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- Wilcox, Rand R.**
On False-Positive and False-Negative Decisions with a Mastery Test.
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- Wilcox, Wayne C.**
Interaction of Learner Control and Student Aptitudes.
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Regression Study of Learner Control Data.
ED 208 012
- Wiley, Bennie**
The Intercurricular Studies Division: An Interdisciplinary Success.
ED 207 643
- Wiley, David E.**
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- Wilhelms, Edward W.**
Trends in Urban School Desegregation.
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- Wilkinson, Alex Cherry**
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- Wilkinson, Rosalyn, Ed.**
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- Williams, R. David**
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- Williams, Richard W.**
Developing a Peer Tutoring Program: A Self-Instructional Module.
ED 207 632
- Williamson, J. C.**
Impact Study: Staff Perceptions of Their Professional Lives. Occasional Papers No. 4.
ED 207 459
- Wilton, Keri**
Research on Special Education in New Zealand.
ED 207 295
- Winchell, Leonard**
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ED 208 107
- Winn, William D.**
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ED 207 518//

- Winner, Ellen**
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- Winnick, Joseph P.**
Implications of Section 504 of the Rehabilitation Act as Related to Physical Education Instructional, Personnel Preparation, Intramural, and Interscholastic/Intercollegiate Sport Programs.
ED 207 312
- Wise, Steven L.**
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ED 207 789
Chemical Science and Technology II. A Study Guide of the Science and Engineering Technician Curriculum.
ED 207 790
Science and Engineering Technology: A Guide to a Two-Year Associate Degree Curriculum.
ED 207 786
- Wolfe, Barbara L.**
School Outcomes of Chronically Ill Children and Their Siblings: A Multivariate Approach.
ED 207 163
- Wolfe, Mary**
Final Report of Project S.I.D. (Strength in Differences), July 1, 1980-June 30, 1981.
ED 206 891
- Wolff, John U.**
Formal Indonesian.
ED 207 363
- Wolfe, Lee M.**
Measurement Error Models of Educational Attainment for Whites and Mexican-Americans.
ED 207 905
- Wollman, Warren T.**
Encouraging the Transition from Concrete to Formal Cognitive Functioning-An Experiment.
ED 207 821
M-Space: Is It a Constraint on Reasoning Ability?
ED 207 822
- Woloshin, Phyllis Lerman**
An Analysis of Student Choices in Medical Ethical Dilemmas.
ED 207 912
- Wong, Morrison G.**
The New Asian Immigrants.
ED 208 078
- Wood, Stayton A.**
A Resource Manual for Designing Training Programs.
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- Woolever, Roberta**
What do Teachers Really Want?: Sex-Role Stereotyping and the Elementary Classroom Teacher.
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- Wylie, Mary Lou**
A Study of Attitude Change in College Classes.
ED 207 928
- Yager, Geoffrey G.**
Beginning Practicum Experiences: Anxiety and Its Consequences.
ED 206 944
- Yang, Shu-O W.**
Rural-Urban Differences in Sex Role Orientations.
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Rural Youths' Decisions to Attend College: Aspirations and Realizations.
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- Yeh, Jennie P.**
Some Effects of Parent Involvement in Schools.
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- Yin, Robert**
Quality Control and Product Information Systems. An Interim Report on Implementation, Use, and Effect in the R&D Utilization Program. Linking R&D with Schools.
ED 207 263
- Yin, Robert K.**
Case Studies of Three Interorganizational Arrangements.
ED 207 189
Organizations Collaborating to Improve Educational Practice.
ED 207 190
- Yoder, Donald D.**
A Survey of In-Service Teacher Training Programs for Graduate Teaching Assistants in Basic Communication Courses.
ED 207 106
- York, Carl M.**
An Analysis of Energy Use on Community College Campuses.
ED 207 829
- Young, Emily Morrill**
You and Me and Human Sexuality. Teacher's Manual.
ED 206 940
- Young, William R., III**
New Mexico Dropout Study, 1977-78 and 1978-79.
ED 207 775
- Young, William Russell, III, Comp.**
New Mexico Dropout Study, 1979-80.
ED 207 776
- Youssef, Anga A.**
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ED 207 325
- Yu, Agnes**
Language, Class, and Cultural Implications on First and Second Language Acquisition: A Cross-Cultural Study of Cognitive Consequences.
ED 207 360
- Yuen, Sandra D.**
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ED 206 842
- Zalman, Marvin**
A Heuristic Model of Criminology and Criminal Justice.
ED 207 393
- Zegman, Marilyn A.**
Assessment of Adherence to Eating Habit and Exercise Components in a Behavioral Weight Control Program.
ED 206 946
- Ziegelmüller, George, Ed.**
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ED 207 119
- Zigarmi, Patricia**
The Implementation of a New Approach to Discipline in a Junior High School: A Case Study of Interventions During the Process of Change.
ED 207 174
- Zsigmond, Z.**
Job Market Reality for Postsecondary Graduates. Employment Outcome by 1978. Two Years after Graduation.
ED 207 467

Institution Index

This index lists the titles of documents under the institution responsible for them and/or the agency sponsoring them. The index is arranged in alphabetical sequence by the name of the university, agency, association, etc. Names beginning with the word "University" have generally been inverted in order to provide a more distinctive entry, e.g. Wisconsin University (for the University of Wisconsin).

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Qualified Citation Indexing: Its Relevance to Educational Technology.

ED 207 567

Abt Associates, Inc., Cambridge, Mass.

Case Studies of Three Interorganizational Arrangements.

ED 207 189

Designing and Managing Interorganizational Networks. Linking R&D with Schools.

ED 207 260

The Human Factor in Dissemination: Field Agent Roles in Their Organizational Context. Linking R&D with Schools.

ED 207 266

Linking R&D with Schools. Perspectives on School Improvement: A Casebook for Curriculum Change.

ED 207 261

An NIE Program and its Policy Context. Linking R&D with Schools.

ED 207 250

Organizations Collaborating to Improve Educational Practice.

ED 207 190

Policy Researcher as Sleuth: New Approaches to Integrating Qualitative and Quantitative Methods.

ED 207 256

A Program and Its Implications for Dissemination and School Improvement Policy. Linking R&D with Schools.

ED 207 262

Quality Control and Product Information Systems. An Interim Report on Implementation, Use, and Effect in the R&D Utilization Program. Linking R&D with Schools.

ED 207 263

Relationships between Local Contributions and the Success of a Federal School Improvement Program. Draft.

ED 207 254

The Role of Local Action Teams in School Improvement. Linking R&D with Schools.

ED 207 251

Special Report on the Training and Support of Educational Linking Agents. Linking R&D with Schools.

ED 207 252

Staff Development and Curriculum Change: What's Good for Teachers is Good for Schools. (Draft).

ED 207 255

Strategies for Knowledge Use and School Improvement: A Summary. Linking R&D with Schools.

ED 207 258

Strategies for Knowledge Use and School Improvement. Linking R&D with Schools.

ED 207 257

Strategies for Knowledge Use and School Improvement. Technical Appendices. Linking R&D with Schools

ED 207 259

A Study of the R&D Utilization Program. RDU Study and its Policy Context: Perspectives of Educational Policy Makers. A Memorandum.

ED 207 253

Teaching Nutrition: A Review of Programs and Research.

ED 207 840

Academy for Educational Development, Inc., Washington, D.C.

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ED 207 756

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ED 207 694

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ED 207 579

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ED 207 582

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ED 207 583

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ED 207 601

Analytical Case Study of the Korean Educational Development Institute. Final Report.

ED 207 976

Day Care in Caracas: A Day Care Homes Program Evaluation Report. Volume I: Executive Summary.

ED 207 691

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ED 207 756

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ED 207 612

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ED 207 613

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ED 207 479

Cost-Effective Training Strategy at Field Level Strengthens Influence of Extension Agents in Community.

ED 207 519

Satellite Applications for Public Service: Project Summaries.

ED 207 597

Air Force Human Resources Lab., Brooks

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ED 207 552

Annotated Bibliography of the Air Force Human Resources Laboratory Technical Reports-1979. Final Report.

ED 207 553

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ED 207 018

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ED 207 318

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ED 207 431

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ED 207 529

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ED 207 773

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ED 207 305

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ED 207 300

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ED 207 304

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ED 207 303

Developmental Trampoline Activities for Individuals with Multiple Handicapping Conditions.

ED 207 308

Implications of Section 504 of the Rehabilitation Act as Related to Physical Education Instructional, Personnel Preparation, Intramural, and Interscholastic/Intercollegiate Sport Programs.

ED 207 312

Independent Swimming for Children with Severe Physical Impairments.

ED 207 306

Individualized Education Programs.

ED 207 299

Individualized Leisure Programs for Disabled Individuals.

ED 207 313

Innovative Perceptual Motor Activities: Programming Techniques That Work.

ED 207 301

Innovative Perceptual-Motor Activities: Programming Techniques That Work-Part II.

ED 207 307

Motor Development Relays.

ED 207 311

Movement Discovery Linking the Impossible to the Possible.

ED 207 310

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ED 207 297

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ED 207 296

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ED 207 309

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ED 207 302

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Education, Recreation and Dance,

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ED 207 453

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Washington, D.C.

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ED 207 415

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ED 208 120

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ED 208 114

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Institution Index

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353

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ED 207 392

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ED 207 397

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ED 207 398

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ED 207 391

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ED 207 393

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ED 207 392

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NASA's Role in Aeronautics: A Workshop. Volume IV - General Aviation. ED 207 864
NASA's Role in Aeronautics: A Workshop. Volume VI - Aeronautical Research. ED 207 866

Institution Index

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- Self-Esteem and Academic Behavior Among Elementary School Children.** ED 206 995
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359

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Institution Index

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ED 207 288

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ED 207 161

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ED 207 218

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ED 207 166

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ED 207 164

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ED 207 165

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ED 206 957

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Peace, Security and the 1980 Elections.

ED 207 891

**Yale Univ., New Haven, Conn. Dept. of
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ED 208 017

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	Accession Number
	ED 013 371

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022	— Serials	110	STATISTICAL DATA (Numerical, Quantitative, etc.)
030	CREATIVE WORKS (Literature, Drama, Fine Arts)	120	VIEWPOINTS (Opinion Papers, Position Papers, Essays, etc.)
	DISSERTATIONS/THESES		REFERENCE MATERIALS
040	— Undetermined	130	— General
041	— Doctoral Dissertations	131	— Bibliographies
042	— Master Theses	132	— Directories/Catalogs
043	— Practicum Papers	133	— Geographic Materials
	GUIDES	134	— Vocabularies/Classifications/Dictionaries
050	— General		REPORTS
	— Classroom Use	140	— General
051	— Instructional Materials (For Learner)	141	— Descriptive
052	— Teaching Guides (For Teacher)	142	— Evaluative/Feasibility
055	— Non-Classroom Use (For Administrative & Support Staff, and for Teachers, Parents, Clergy, Researchers, Counselors, etc. in Non-Classroom Situations)	143	— Research/Technical
	HISTORICAL MATERIALS	150	SPEECHES, CONFERENCE PAPERS
060	—	160	TESTS, EVALUATION INSTRUMENTS
070	INFORMATION ANALYSES (Literature Reviews, State-of-the-Art Papers)	170	TRANSLATIONS
		999	OTHER/MISCELLANEOUS (Not Classifiable Elsewhere)

(010) Books

Accounting for Korean-Speaking Students. Student Manual.

ED 206 851

Administrative Leadership. Effective and Responsive Decision Making in Higher Education.

ED 207 472//

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ED 207 921//

The Big Game. College Sports and American Life.

ED 207 468//

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ED 207 437//

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ED 207 454//

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ED 207 477//

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ED 207 186

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ED 207 368

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ED 207 930

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ED 207 036

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ED 207 910

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ED 207 331

The Federal Role in Education: New Directions for the Eighties.

ED 207 191

From a Normal Beginning: The Origins of Kean College of New Jersey.

ED 207 441//

Fuller Employment with Less Inflation.

ED 206 850

The Future of Education: Policy Issues and Challenges.

ED 207 188//

Higher Education in American Society.

ED 207 405//

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ED 207 017//

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ED 207 966//

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ED 207 699//

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ED 207 476//

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ED 207 442//

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ED 207 032//

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ED 207 840

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ED 207 204

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ED 207 886

(020) Collected Works - General

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ED 207 275

Case Studies in Higher Education Ministries.

ED 207 387

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ED 208 125

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ED 207 201

The Computer in the School: Tutor, Tool, Tutee.

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ED 207 191

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ED 207 958

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ED 207 188//

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ED 207 650

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ED 207 119

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ED 206 915

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ED 207 021

(022) Collected Works - Serials

Adaptive Devices for Aquatic Activities.

ED 207 305

Publication Type Index

The Assessment Process in Recreation with Severely and Profoundly Retarded Populations.

ED 207 300

Censorship in Public Schools.

ED 207 118

Communication and Energy: Community Participation in Forestry Projects.

ED 207 479

Corporal Punishment in the Schools.

ED 207 200

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ED 207 519

Curriculum Development: A Function of Design and Leadership.

ED 207 213

Dance for Students with Orthopedic Conditions-Popular, Square, Folk, Modern, [and] Ballet.

ED 207 304

Desk and Chair Activities for Fun and Fitness.

ED 207 303

Developmental Trampoline Activities for Individuals with Multiple Handicapping Conditions.

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Independent Swimming for Children with Severe Physical Impairments.

ED 207 306

Individualized Education Programs.

ED 207 299

Individualized Leisure Programs for Disabled Individuals.

ED 207 313

Innovative Perceptual Motor Activities: Programming Techniques That Work.

ED 207 301

Innovative Perceptual-Motor Activities: Programming Techniques that Work-Part II.

ED 207 307

Issues in Testing for Competency.

ED 208 001

Motor Development Relays.

ED 207 311

Movement Discovery Linking the Impossible to the Possible.

ED 207 310

Movement Education for Able-Bodied and Disabled Students in Regular or Special Settings.

ED 207 297

Movement Exploration as a Technique for Teaching Pre-Swimming Skills to Students with Developmental Delays.

ED 207 314

Organizational Strategies Individualizing Instruction for Physical Education.

ED 207 296

Principles and Practices for Championship Performances in Wheelchair Field Events.

ED 207 309

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ED 207 458

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ED 206 798

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ED 206 857

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ED 207 092

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ED 207 076

Publication Type Index

Thematic Issue: Intervening in the Writing Process. ED 207 077

Toward a Research Base for the Least Restrictive Environment: A Collection of Papers. ED 207 978

Weight Training for Wheelchair Sports. ED 207 302

Working on the Urban Campus. ED 207 453

World Food Resources and Population: The Narrowing Margin. ED 207 924

The Yeshiva Case: One Year Later. ED 207 375

(041) Dissertations/Theses - Doctoral Dissertations

The Adjustment of Native American Students to Public Schools in the East San Francisco Bay Area. ED 207 729

An Analysis of Student Choices in Medical Ethical Dilemmas. ED 207 912

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The Ecology of Implementation: A Qualitative Approach to Educational Evaluation. ED 207 322

Sibling Death During Adolescence: Self Concept and Bereavement Reactions. ED 207 721//

(042) Dissertations/Theses - Masters Theses

Cerebral Language Arrangement for Mexican Americans. ED 207 330

A Course Evaluation System in an Open University. ED 207 451

Development of Procedures for Assessing the Impact of Vocational Education Research and Development on Vocational Education (Project IMPACT). Volume 8-A Field Study of Predicting Impact of Research and Development Projects in Vocational and Technical Education. ED 206 817

An Evaluation of the Oklahoma Training for Child Care Careers Project. ED 207 692

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Language Experience Integration into the Primary Classroom. ED 207 015

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Prevalence Study of the Risk of Burns in the Public Schools Population in Charleston, South Carolina (Under the Direction of Stanley Schuman). ED 208 080

Rate and Comprehension in Relationship to Self Report of Reading Processes and Attitudes of College Students. ED 207 004

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Wusor II: A Computer Aided Instruction Program with Student Modelling Capabilities. AI Memo 417. ED 207 587

(043) Dissertations/Theses - Practicum Papers

An Assessment and Analysis of Selected Learning Modes Preferred by Students. Learning Theory and Applications. ED 207 407

(050) Guides - General

Bibliographic Materials Fund Allocation Formula in Use at Radford University. ED 207 547

Changing Patterns in Internal Communication in Large Academic Libraries. Occasional Paper Number 6. ED 207 602

A Competency-Based Clinical Chemistry Course for the Associate Degree Medical Laboratory Technician Graduate in a Medical Technology Baccalaureate Program. ED 207 432

Conference Planning Manual. ED 207 541

Considerations Before Writing a Public Library Building Program in Children's Services. ED 207 570

Employment Services: Program Components and Models of Employment Services for Refugees. ED 208 101

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Finding Materials on American Popular Culture in the MSU Libraries: Popular Music, Television, Comics, Popular Fiction, Movies. How to Find Series No. 9. ED 207 573

FLC/FEDLINK AACR 2 Cataloging Manual for Federal Libraries. ED 207 542

Health-Related Services: Program Components and Models of Health and Health-Related Services for Refugees. ED 208 075

Improving Services to Young Parents through CETA. ED 208 110

Manual of Documentation Practices Applicable to Defence-Aerospace Scientific and Technical Information. Volume III: Sections 7-Information Retrieval; 8-Dissemination Practices; 9-Microform Systems and Reprography. ED 207 610

Manual of Documentation Practices Applicable to Defence-Aerospace Scientific and Technical Information. Volume II: Sections 4-Data Recording and Storage; 5-Mechanization Systems and Operations; 6-Announcement Services and Publications. ED 207 609

Manual of Documentation Practices Applicable to Defence-Aerospace Scientific and Technical Information. Volume I: Sections 1-Acquisition and Sources; 2-Descriptive Cataloguing; 3-Abstracting and Subject Analysis. ED 207 608

Manual of Documentation Practices Applicable to Defence-Aerospace Scientific and Technical Information. Volume IV: Sections 10-Security Storage and Control; 11-Organization and Management; 12-Networks and External Sources of Information. ED 207 611

Outreach, Information and Referral: Program Components and Models of Outreach, Information and Referral Services for Refugees. ED 208 099

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(051) Guides - Classroom - Learner

371

Refugee Resettlement: An Outline for Service Planning and Delivery. ED 208 100

Social Adjustment Services: Program Components and Models of Social Adjustment Services for Refugees. ED 208 072

Vocational Training and Skills Recertification: Program Components and Models of Vocational Training and Skills Recertification for Refugees. ED 208 073

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Kitchen Safety. Technical Assistance and Dissemination System: Illinois Special Needs Populations. ED 206 836

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- Materials and Fabrication Methods II. A Study Guide of the Science and Engineering Technician Curriculum. ED 207 794
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- Science and Engineering Graphics I. A Study Guide of the Science and Engineering Technician Curriculum. ED 207 796
- Shop Safety. Technical Assistance and Dissemination System: Illinois Special Needs Populations. ED 206 839
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- A Career Education Sampler: Teaching Ideas for Grades 4-6. ED 206 889
- A Career Education Sampler: Teaching Ideas for Grades 7-9. ED 206 890
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- Citizenship Rights and Responsibilities: 4th Grade. ED 207 906
- Civil Law: 12 Activities. ED 207 880
- Collective Bargaining in Government: An Introduction and Teaching Guide. ED 207 911
- Community in the Schools-To Teach a Craft and Study Oldtime Radio Humor. ED 207 686
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- Consumer Education for the Young Child. Volume 3: An Activities Handbook. ED 207 918
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- Curriculum for Early Childhood Education: A Report of a Workshop Held at the Kenya Institute of Education (July 16 to August 3, 1979). Volume 1. ED 207 684
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- Effective Composition Teachers. ED 207 063
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- Elaborating the Reading Curriculum for the Gifted. ED 207 016
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- English and Language Arts Curriculum Guide, Grades 6-9. Bulletin 1589. ED 207 067
- English and Language Arts Curriculum Guide, Grades 9-12. Bulletin 1590. ED 207 068
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- Eventos de Noviembre (November Events). ED 207 784
- Eventos de Octubre (October Events). ED 207 783
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- Improving Reading Comprehension: Teaching Relationships through the Arts. ED 207 010
- Independent Swimming for Children with Severe Physical Impairments. ED 207 306
- Innovative Perceptual Motor Activities: Programming Techniques That Work. ED 207 301
- Innovative Perceptual-Motor Activities: Programming Techniques That Work-Part II. ED 207 307
- Inorganic Analysis in Water Quality Control Programs. Instructor's Guide. ED 207 833
- Introducing PARMA (Promoting Alternative Role Models Affirmatively). Supplemental Handbook for DUSO (Developing Understanding of Self and Others, K-2). ED 208 092
- Introduction to French: Colors, Numbers, and Body/Clothing. ED 207 342
- Introduction to German: Colors, Numbers, and Body/Clothing. ED 207 344
- Introduction to Spanish: Colors, Numbers, and Body/Clothing. ED 207 343
- Introductory Sociology Courses: A Set of Syllabi and Related Materials. ED 207 870
- Keep Your Eye on the Moving Target: Planning Mass Media for Public Health Interventions. ED 207 094
- Kitchen Safety. Technical Assistance and Dissemination System: Illinois Special Needs Populations. ED 206 836
- La Experiencia Mexicana (The Mexican Experience). Volumes I and II. ED 207 766
- Language Analysis: Critical Reading and Writing-What's the Connection? ED 207 081
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- Learning Activity Packet: Preparing a Budget. Technical Assistance and Dissemination System: Illinois Special Needs Populations. ED 206 837
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- Mathematics Instructional Materials-Elementary Grade Level. ED 207 813
- Motor Development Relays. ED 207 311
- Movement Discovery Linking the Impossible to the Possible. ED 207 310
- Movement Education for Able-Bodied and Disabled Students in Regular or Special Settings. ED 207 297
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- Notes on Grammar: Singing in ESL with Songs for the Grammar Class. ED 207 336
- Oral Language All Day: A Resource Guide for Effective Communication. ED 207 780
- Organizational Strategies Individualizing Instruction for Physical Education. ED 207 296
- Orientation and Intercultural Communication: A Course for Advanced ESL Students. ED 207 348

Publication Type Index

Perspectives of Global Education: A Sourcebook for Classroom Teachers.

ED 207 850

Political Discovery Resource Book.

ED 207 892

A Portfolio of Energy Ideas: Science.

ED 207 858

A Portfolio of Energy Ideas: Social Studies.

ED 207 859

Principles and Practices for Championship Performances in Wheelchair Field Events.

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Producing Classroom Authors: Grades K-6.

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A Project in Multicultural Learning: Greek-American Contributions to American Society.

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The Purposes, Uses, and Contents of Workbooks and Some Guidelines for Teachers and Publishers. Reading Education Report No. 27.

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Reading in Health/Physical Education/Recreation Classes.

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Reading in the Mathematics Classroom.

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Securing Occupational Achievement through Readiness Skills (SOARS). A Resource Curriculum with Assessment and Strategies for Prevocational Skill Training.

ED 206 913

Senior Adult Consumer Advisory Manual.

ED 206 939

Shop Safety. Technical Assistance and Dissemination System: Illinois Special Needs Populations.

ED 206 839

Simbolos Nacionales. National Symbols.

ED 207 785

The Small Claims Court: An Argumentative Instructional Alternative.

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Social Inquiry: Instructional Manual to Accompany MARK.

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Techniques for Meeting Nutrition Education Needs.

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Thematic Issue: Intervening in the Writing Process.

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ED 207 082

Visual Compositions: A Way to Teach Explicit and Implicit Text Factors in Content Areas.

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Weight Training for Wheelchair Sports.

ED 207 302

You and Me and Human Sexuality. Teacher's Manual.

ED 206 940

(055) Guides - Non-Classroom

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Adult Education Community Project and Planned Parenthood. A Study of an Inter-Agency Project in Honduras, Central America.

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All You Have To Do Is Ask. The ERIC Information System Can Lead You Through the Maze of Education Research As Fast As You Can Think of Questions, and You Can Learn To Use It in an Afternoon.

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The Attorney General's Proposed Voluntary Student Code of Conduct.

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Basic Ideas in Item Banking.

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Behavioral Checklist of Infant/Toddler Care-Provider Competencies.

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The Board's Responsibility for Attracting and Landing the Best Teaching Staff.

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Can Business Education Mainstream the Handicapped Into the Skills Areas?

ED 207 318

The Catholic School Principal: An Outline for Action.

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China Bound: A Handbook for American Students, Researchers and Teachers.

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Choosing a Text for the College Methods Course in Reading.

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ED 208 125

Closed (Executive) Sessions: How to Use & Present Them to the Public.

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A College Curriculum for Displaced Homemakers: Women's Crisis Counseling.

ED 206 993

College Program Evaluation and ID.

ED 207 497//

Community-Based Prevention Specialist. Trainer Manual.

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Community in the Schools-To Teach a Craft and Study Oldtime Radio Humor.

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Como Puede Mejorar el Programa de Educacion Migrante con el Poder e Influencia de los Padres. Parent Power in the Migrant Education Program: How to Make a Difference.

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Continuing Education for Business. Monograph 134.

ED 206 879

Coordination of CETA and Vocational Education. Technical Assistance Guide.

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The Copyright Law: Implications for the Principal. A Legal Memorandum.

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A Cost-Based Approach to the Funding of Educational Programs: An Application to Special Education.

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Course Syllabus for Grades 10-12, Art. Art 2 + 3.

ED 207 936

Course Syllabus for Grades 9-12, Art. Art 1.

ED 207 935

Course Syllabus for Grades 9-12, Music. Band.

ED 207 938

Course Syllabus for Grades 9-12, Music. Chorus (I-IV).

ED 207 937

(055) Guides - Non-Classroom

373

Curriculum Development: A Function of Design and Leadership.

ED 207 213

Democratic Leadership by Managing Meetings for Effective Group Decision-Making.

ED 207 153

Developing an Occupational Drug Abuse Program: Considerations and Approaches. Services Research Monograph Series.

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Eliminating Sexism from Children's Theatre Productions.

ED 207 116

Energy and Education.

ED 207 133

Energy Education: A Policy Development Handbook.

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ED 207 614

Ethiopians. Refugee Fact Sheet Series #1.

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Everything You Wanted to Know About Handicapped Students (And Were Not Afraid to Ask).

ED 207 382

Experiential Education as a Teaching Strategy.

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Extending Basic Education to the Elderly: A Guide to Program Development.

ED 207 639

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ED 206 884

Five "R's" for Middle School. Strategies for Teaching Affective Education in the Schools.

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The Foreign Student in American Graduate Schools.

ED 207 411

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Guidelines for Industrial Education Programs in Elementary and Secondary Schools, Regional Occupational Centers, and Regional Occupational Programs. Revised.

ED 206 826

A Guide to Developing Consumer Education Programs for the Elderly.

ED 207 640

Guide to Proposal Writing and Project Management in Vocational Education. Book 1: Planning a Proposal.

ED 206 819

Guide to Proposal Writing and Project Management in Vocational Education. Book 2: Project Management.

ED 206 820

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Home Based Information Packet.

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- Individualized Leisure Programs for Disabled Individuals. ED 207 313
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- Uses of Future Studies Techniques by Educational Administrators. ED 207 134
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- Vietnamese Refugee Students: A Handbook for School Personnel. Second Edition. ED 208 109
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Publication Type Index

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ED 207 353

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ED 207 734

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ED 207 354

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(060) Historical Materials

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ED 207 437//

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ED 207 481

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ED 207 161

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ED 207 441//

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ED 207 516//

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ED 207 485

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ED 207 447

19th Century Roots of Modern Interpretation Theory: Dickens as a Platform Performer.

ED 207 099

(070) Information Analyses - General

Absence from School: Patterns and Effects.

ED 207 192

Academic Disciplines and Debates: An Essay on Criminal Justice and Criminology as Professions in Higher Education.

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ED 207 318

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ED 207 216

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ED 207 087

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ED 207 368

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ED 207 735

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ED 207 131

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ED 206 924

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ED 207 331

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ED 207 680

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ED 207 393

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ED 207 335

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ED 206 911

Hyperactivity as a Personality Disorder.

ED 207 715

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ED 208 077

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ED 207 010

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ED 206 864

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ED 207 015

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ED 207 964

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ED 207 518//

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ED 207 510//

Linking Education and Local Development: An International Perspective.

ED 206 923

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ED 207 261

A Literature Review: Competencies for Principals of Bilingual/Community Schools.

ED 207 198

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ED 207 842//

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ED 207 516//

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ED 207 739

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ED 207 672

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ED 207 896

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ED 206 919

An Overview of Library Networking in Virginia.

ED 207 566

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ED 207 096

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ED 207 890

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ED 207 751

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ED 207 115

A Relationship Between Hemisphericity and Psycho-Epistemology.

ED 207 509//

The Relevance of Teacher Education.

ED 207 939

Remarks of Mark S. Fowler, Chairman, Federal Communications Commission.

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ED 206 892

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ED 208 081//

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ED 207 888

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ED 207 295

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ED 206 918

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ED 207 757

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ED 206 922

School Finance Reform in the States: 1981.

ED 207 132

Selected Characteristics of Massachusetts School Districts' Basic Skills Improvement Plans.

ED 208 004

Self-Esteem and Professionalism.

ED 206 975

Serving Troubled Children: Program and Policy Planning for the Future.

ED 206 992

The Small Claims Court: An Argumentative Instructional Alternative.

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Small Group Communication in the 1980's.

ED 207 092

The Spanish Speaking and Library Services: A Systematic Review and Analysis.

ED 207 753

Staff Development: The Key to Successful Desegregation/Integration Implementation.

ED 207 156

Student Absenteeism: Causes, Effects, and Possible Solutions.

ED 207 157

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ED 207 270

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ED 207 009

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ED 207 456

The Treatment of Wife Abuse in Recent Social Science Literature.

ED 206 981

The Triple Bias: Rural, Minority and Female.

ED 207 758

Two Views of Criminology and Criminal Justice: Definitions, Trends, and the Future.

ED 207 394

Urbanization as a Context for a System of Functional News Beats.

ED 207 053

Variables Associated With Effective Schooling.

ED 207 221

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ED 206 825

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ED 207 043

Women At Work and At Home: Implications for Depression and Mental Health.

ED 206 982

Writing as a Way of Knowing-A Phenomenological View.

ED 207 058

(071) Information Analyses - ERIC IAPS

Adult Basic Education in Community Colleges. Junior College Resource Review.

ED 207 649

A Comparison of Multi-Age and Homogeneous Age Grouping in Early Childhood Centers.

ED 207 673

Days of Reckoning-Days of Opportunity: The 1981 Statesmen's Roundtable.

ED 207 317

Developing Cognitive Skills Through Art.

ED 207 674

Development of Children's Racial Awareness and Intergroup Attitudes.

ED 207 675

Improving Decision Making.

ED 207 650

Institutional Advancement Strategies in Hard Times. AAHE-ERIC/Higher Education Research Report No. 2.

ED 207 475

Minority Access to Higher Education: AAHE-ERIC/Higher Education Research Report 1.

ED 207 474

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ED 207 672

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ED 207 668

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ED 207 125

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ED 207 619

(080) Journal Articles

Qualitative Evaluation.

ED 207 991

(090) Legal/Legislative/Regulatory

Materials

Asbestos Abatement in Oklahoma Schools.

ED 207 185

The Attorney General's Proposed Voluntary Student Code of Conduct.

ED 207 128

Bidding Documents for Asbestos Abatement in Oklahoma Public Buildings.

ED 207 184

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ED 207 977

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ED 207 193

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ED 207 231

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ED 207 211

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ED 207 457

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ED 206 996

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ED 206 937

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ED 207 293

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ED 207 282

A Historical Approach to Legal Aspects of Bilingual Education.

ED 207 335

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ED 206 848

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ED 207 187

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ED 207 981

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ED 207 126//

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ED 207 980

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ED 207 563

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ED 207 979

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ED 206 874

An Overview of Library Networking in Virginia.

ED 207 566

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ED 206 901

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ED 206 800

Some Alternatives to School Discipline: Parental Liability and Restitution. A Legal Memorandum.

ED 207 155

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ED 207 986

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ED 207 196

Summary of Existing Legislation Relating to the Handicapped.

ED 207 270

Technical Education in New Mexico High Schools.

ED 207 220

(110) Numerical/Quantitative Data

Access to Bachelor's Degrees Through Evening and Weekend Courses, 1980.

ED 207 420

Achievement in Basic Skills Improvement, 1981.

ED 208 050

Alaska High School Seniors Survey Report, 1979-80.

ED 207 431

The American Freshman: National Norms for Fall 1980.

ED 207 404

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ED 207 265

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ED 207 434

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ED 207 628

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ED 207 547

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ED 207 645

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ED 207 998

The Condition of Education: 1981 Edition. Statistical Report.

ED 207 186

DataTrack 6: Blacks and Hispanics in the United States.

ED 207 869

DataTrack 7: Women in the Labor Force.

ED 207 868

The Decade Ahead: A Forecast of the Tacoma School District in the 1980s. A Report to the Tacoma School Board.

ED 208 106

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ED 207 424

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ED 207 466

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ED 207 417

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ED 207 386

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ED 207 249

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ED 207 135

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ED 208 116

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ED 207 470

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ED 207 268

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ED 207 755

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ED 207 762

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ED 207 378

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ED 207 631

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ED 208 120

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ED 208 119

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ED 207 444

High School Staff Attitudes Toward Desegregation, 1979 Survey.

ED 208 118

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ED 207 187

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ED 207 438

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ED 207 467

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ED 207 426

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ED 208 117

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ED 208 112

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ED 208 113

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ED 208 114

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ED 208 111

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ED 208 115

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ED 206 990

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ED 207 624

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ED 208 062

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ED 207 965

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ED 207 203//

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ED 206 960

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ED 208 063

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The Test Score Decline: A Review and Annotated Bibliography. ED 207 995
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Use of Computers for Instructional Purposes in Ontario Schools. ED 207 152
3,270 Postsecondary Institutions Accredited in 1980-81. ED 207 425
- (120) Opinion Papers**
Adapting Sociology to the Changing Demands of General Education: The Use of Debate and Critical Analysis. ED 207 907
Advisory Councils on Vocational Education-Retrospect and Prospect. ED 206 804
AI Based Personal Learning Environments: Directions for Long Term Research. AI Memo 384. ED 207 580
Analyzing Functions of Illustrations in Text. ED 207 496//
Annual Review of Anthropology. Volume 10. 1981. ED 207 921//
Attributions, Learned Helplessness and Sex Differences in Achievement. ED 208 020
Authorities and Standards in a Changing World. ED 207 480
Awarding Educational Credit for CETA Training: A Plan of Action. ED 206 897
"Balancing Technological and Human Resources Development: A New Priority for Rural America." ED 206 921
Beyond Productivity to Quality. ED 207 385
Bibliographic Instruction to the Student of Foreign Language and Literature: A Feasibility Study. ED 207 558
The Big Game. College Sports and American Life. ED 207 468//
A Call for a Truce Between Educational Technology and Teaching: Suggestions for Mutually Beneficial Collaborations. ED 207 501//
Censorship in Public Schools. ED 207 118
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CETA's Results and Their Implications. A Policy Statement by The National Council on Employment Policy. ED 206 858
Changing Certification and Endorsement Programs. ED 207 193
Characteristics of Effective Classrooms. ED 207 216
Child Abuse and Neglect: Public Education's Role in Identification and Prevention. ED 207 149
Children and Society: Issues for Pre-School Reforms. ED 207 679
Choosing a Color Television System. ED 207 087
Citizen Guide to Quality Education. ED 207 201
The Coalescence of Philosophy and Process in School Health Education. ED 207 934
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379

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ED 207 867

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ED 208 084

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ED 207 005

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ED 206 962

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ED 207 838

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ED 208 091

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ED 207 769

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ED 207 121

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ED 207 099

(141) Reports - Descriptive

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381

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ED 207 072

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ED 207 074

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ED 207 029

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ED 207 484

Cognitive Somatic Behavioral Interventions for Maximizing Gymnastic Performance.

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ED 207 452

A College Curriculum for Displaced Homemakers: Women's Crisis Counseling.

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- Development of Procedures for Assessing the Impact of Vocational Education Research and Development on Vocational Education (Project IMPACT). Volume 4-A Case Study of Illinois Projects in Horticulture. ED 206 813
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- Elder Theatre: Positive Image of Aging and Forum for Intergenerational Communication. ED 207 120
- Energy and Education. ED 207 133
- Enhanced Work Projects-The Supported Work Approach for Youth. Youth Work Experience. Youth Knowledge Development Report 7.3. ED 206 869
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- Experience Based Career Education and the Mentally Handicapped Student. ED 207 321
- Experiential Education as a Teaching Strategy. ED 207 882
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- Five "R's" for Middle School. Strategies for Teaching Affective Education in the Schools. ED 207 953
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- Highlights from Student Drug Use in America 1975-1980. ED 206 958
- Hispanic Vocational Exploration Project. Final Report. ED 206 936
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- Humanism and the Christian Tradition: The Experience of Four Upper Midwest Church Colleges. ED 207 374
- Humanistic Literacy and the Community College Student. ED 207 630
- I. D. S. [Interdisciplinary Studies in General Education]: A Program for the 80's. ED 207 635
- Illinois Capacity Building Project. Final Report. ED 207 561
- The Impact of Discrepant Verbal-Nonverbal Messages in the Teacher-Student Interaction. ED 207 123
- The Implementation of the Targeted Jobs Tax Credit. Report No. 3. ED 206 849
- Improving Teacher Education. Resources and Recommendations. ED 207 966//
- Improving the Implementation of YEDPA Programs. Implementation Issues. Youth Knowledge Development Report 8.6. ED 206 871
- In-Service Training Program for Library Professionals: A Report. ED 207 536
- Institute of Study for Older Adults, Liberal Arts Program: Annual Report, 1979-80. ED 207 637
- Integrating Findings from Different Levels of Instruction. ED 208 040
- The Intercultural Studies Division: An Interdisciplinary Success. ED 207 643
- Introductory Sociology Courses: A Set of Syllabi and Related Materials. ED 207 870

Publication Type Index

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ED 207 276

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ED 207 467

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ED 207 105

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ED 207 059

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ED 207 575

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ED 207 338

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ED 208 002

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ED 207 421

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ED 206 923

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ED 207 713

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ED 207 483

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ED 208 098

Measuring Energy Conservation with Utility Bills.

ED 207 828

The Microcomputer and Management of the Time Bound Educational Program.

ED 207 168

NASA's Role in Aeronautics: A Workshop. Volume III - Transport Aircraft.

ED 207 863

NASA's Role in Aeronautics: A Workshop. Volume II - Military Aviation.

ED 207 862

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ED 207 852

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ED 207 864

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ED 207 866

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ED 207 113

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383

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ED 207 604

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ED 208 064

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ED 207 951

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ED 207 179

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ED 207 945

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ED 206 943

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ED 207 623

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ED 207 744

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ED 207 956

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ED 206 857

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ED 207 485

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ED 207 251

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ED 207 781

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ED 207 597

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ED 207 786

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ED 207 598

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ED 207 576

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ED 208 007

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ED 207 408

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ED 206 999

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ED 208 060

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ED 207 453

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ED 207 585

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ED 206 938

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ED 207 007

(142) Reports - Evaluative

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ED 207 237

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ED 207 243

Application of the PMI Model at the System Level: Evaluation of a Systemwide Program Implementation.

ED 207 238

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ED 206 865

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ED 207 284

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ED 208 095

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ED 208 045

Publication Type Index

A Comparison of Procedures for Constructing Large Item Pools.

ED 207 998

Cost Effectiveness of Premium Versus Regular Gasoline in MCPS Buses.

ED 208 048

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ED 207 172

Designing and Managing Interorganizational Networks. Linking R&D with Schools.

ED 207 260

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ED 207 774

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ED 207 228

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ED 207 932

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ED 207 273

Elementary School Staff Attitudes Toward Desegregation, 1979 Survey.

ED 208 116

Employer Sponsored Child Care: Four Issues Papers.

ED 207 688

Enhanced Work Projects-The Supported Work Approach for Youth. Youth Work Experience. Youth Knowledge Development Report 7.3.

ED 206 869

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ED 208 033

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ED 208 088

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ED 206 807

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ED 207 462

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ED 206 823

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ED 207 692

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ED 206 802

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ED 206 909

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ED 208 107

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ED 207 523

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ED 207 177

Field Test Results of a Workbook Approach to Improving the Self-Concepts and Motivation Levels of Vocational Students.

ED 206 914

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ED 208 121

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ED 208 122

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ED 207 777

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ED 207 814

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ED 208 119

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ED 208 049

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ED 208 118

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ED 207 266

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ED 207 557

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ED 207 712

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ED 206 899

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ED 206 849

(142) Reports - Evaluative

385

Implementing Interactive Telecommunications Services. Final Report on Problems Which Arise During Implementation of Field Trials and Demonstration Projects.

ED 207 524

Interim Report Concerning Schools Involved in the Comprehensive Basic Skills Review Process.

ED 208 105

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ED 208 038

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ED 208 054

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ED 208 094

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ED 206 867

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ED 207 525

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ED 208 117

The Minority/Majority Experiences Study, 1978-79: Gifted and Talented Services.

ED 208 044

The Native Courtworker and Counselling Association of British Columbia. Annual Report, 1980-81.

ED 207 742

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ED 207 750

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ED 207 710

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ED 208 079

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ED 207 845

The Personal Interview: A Tool for Investigating and Understanding Change in Schools.

ED 207 173

Plan for the American Open University.

ED 207 455

Policy Researcher as Sleuth: New Approaches to Integrating Qualitative and Quantitative Methods.

ED 207 256

Priorities for Research in Science Education: A Survey.

ED 207 855

Problems of Equity in Developmental Approaches.

ED 207 971

Product Evaluation of the Counseling and Career Guidance Component of the Detroit Desegregation Court Order.

ED 208 112

Product Evaluation of the Elementary and Middle School Reading and Communication Skills Component of the Detroit Desegregation Court Order.

ED 208 113

Product Evaluation of the High School Reading and Communication Skills Component of the Detroit Desegregation Court Order.

ED 208 114

Product Evaluation of the Inservice Training Component of the Detroit Desegregation Court Order.

ED 208 111

Product Evaluation of the Uniform Code of Student Conduct Component of the Detroit Desegregation Court Order.

ED 208 115

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ED 207 262

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ED 207 381

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ED 207 527

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ED 207 592

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ED 207 442//

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ED 207 263

Reformation and Counter-Reformation in Illinois School Finance: 1973-1981.

ED 207 214

Relationship-Focused Intervention with High-Risk Infants: First Year Findings.

ED 207 319

Relationships between Local Contributions and the Success of a Federal School Improvement Program. Draft.

ED 207 254

Report of the National Inquiry into Teacher Education.

ED 207 969

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ED 208 086

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ED 207 255

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ED 207 258

Strategies for Knowledge Use and School Improvement. Linking R&D with Schools.

ED 207 257

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ED 207 259

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ED 207 196

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ED 206 841

Study of the Career Intern Program. Final Report-Task B: Assessment of Intern Outcomes.

ED 206 842

Study of the Career Intern Program. Final Technical Report-Task C: Program Dynamics: Structure, Function, and Interrelationships.

ED 206 843

Study of the Career Intern Program. Task D Final Report, Volume I. A Comparison of Implementation Issues in YEDPA Programs.

ED 207 994

Study of the Career Intern Program. Task D: Final Report, Volume 2. Comparisons of the CIP with Other Similar Youth Programs.

ED 206 844

Survey of Non-Completers and No-Shows of Vocational Programs in Colorado. Executive Summary (and) Technical Report.

ED 208 046

Teacher Center Feasibility Study. Final Report.

ED 206 932

Teachers College Libraries in Papua New Guinea. A Report for the Asia Foundation, the Library Services and the Teacher Education Divisions of the Department of Education. Government of Papua New Guinea.

ED 207 600

Technical Education in New Mexico High Schools.

ED 207 220

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ED 207 423

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ED 207 025

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ED 207 771

Total Integrated Library Information System. Part 2. A Report on the Specific Design Phase: Identification and Evaluation.

ED 207 533

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ED 206 931

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ED 206 998

What Kinds of Supplementary Intensive Reading Instruction Make a Difference? Report of Three Case Studies of the Special Emphasis Project.

ED 206 999

Will the "Real" Proficiency Standard Please Stand Up?

ED 208 060

(143) Reports - Research

Absence from School: Patterns and Effects.

ED 207 192

Academic Achievement in a Handicapped and a Non-Handicapped Incarcerated Juvenile Delinquent Population.

ED 207 272

Access to Bachelor's Degrees Through Evening and Weekend Courses, 1980.

ED 207 420

Acculturation and Biculturalism among Three Generations of Mexican American and Anglo American School Children.

ED 207 741

Acculturative Stress among Asian, American and Polynesian Students on the Brigham Young University-Hawaii Campus.

ED 208 076

Acquiring Different Senses of the Verb "To Know."

ED 207 358

The Acquisition of Morphology by a Bilingual Child: A Whole-Word Approach.

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ED 207 435

Addicted Women: Family Dynamics, Self Perceptions, and Support Systems. Services Research Monograph Series.

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The Adjustment of Native American Students to Public Schools in the East San Francisco Bay Area.

ED 207 729

Administrative Decentralization in School Systems and Its Effect on the Organization of Media Services. Atlanta Public Schools: A Case Study.

ED 207 595

Advanced Multiple Processor Configuration Study. Final Report.

ED 207 552

Publication Type Index

AI Based Personal Learning Environments: Directions for Long Term Research. AI Memo 384.

ED 207 580

Alternative Modes for Providing Graduate Education for Librarianship in Ohio. Final Report.

ED 207 540

Alternative Schools: What's Really Happening in the Classrooms.

ED 207 236

Alternative Teacher Education Programs: Their Effect on Selected Students' Attitudes.

ED 207 961

Alumni Attitudes: Men and Women's Descriptions of Their College Experience, Present Work, and Present Recreational Activities.

ED 207 422

The American Freshman: National Norms for Fall 1980.

ED 207 404

An Analysis of Inquiries Regarding Women in Development as Directed to the Non-Formal Education Information Center by Development Planners, Practitioners, and Researchers.

ED 207 601

An Analysis of Public Relations Policy Development in Selected Public School Districts.

ED 207 245

An Analysis of Scores on the Common Examinations of the National Teacher Examinations of Candidates for Certification in Louisiana.

ED 207 997

An Analysis of the Relationship of Students' Self Concepts in Science and Their Science Achievement, Mental Ability, and Gender.

ED 207 806

An Analysis of the Relationships of Academic Success and Selected Achievement/Attitude Tests.

ED 207 636

Analysis of Users' Intuitions About the Operation of Electronic Calculators. Report No. 80-4. Series in Learning and Cognition.

ED 207 550

Analytical Case Study of the Korean Educational Development Institute. Final Report.

ED 207 976

Antecedents of Children's Comprehension of the Purpose of Television Advertising.

ED 207 049

Articulation between High School Senior and College Freshman Composition: A Study of the Most Serious Writing Errors as Perceived by Mississippi High School and College English Instructors.

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Assessing Developmental Hypotheses with Cross Classified Data: Log Linear Models.

ED 208 030

Assessing Re-Entry Women's Life Experience Learning.

ED 206 970

Assessing Teacher Skills Needed to Implement Objectives-Based Instruction.

ED 208 031

An Assessment and Analysis of Selected Learning Modes Preferred by Students. Learning Theory and Applications.

ED 207 407

Assessment of Adherence to Eating Habit and Exercise Components in a Behavioral Weight Control Program.

ED 206 946

Assessment of College-Level Speaking and Listening Skills.

ED 208 032

An Assessment of Mainstream and Special Vocational Educator Involvement in the IEP Process and Related Inservice Needs.

ED 206 834

Awarding Educational Credit for CETA Training: A Plan of Action.

ED 206 897

Bilingual Education Community Study: Implementing Bilingual Education in an Urban Midwestern Context.

ED 207 727

Business Office Practices Involving the Typewriter with Implications for Business Education Curricula. Monograph 136.

ED 206 878

Case Studies of Three Interorganizational Arrangements.

ED 207 189

Publication Type Index

A Case Study of a Young Child Doing Turtle Graphics in LOGO. AI Memo 375.

Censorship in Social Studies. ED 207 578

Cerebral Economics: Resource Competition Within But Not Between Hemispheres. Technical Report No. 3. ED 207 903

Cerebral Language Arrangement for Mexican Americans. ED 207 861

Certification, Employment and Attrition of Special Education Professional Personnel in Michigan. ED 207 330

Changing Patterns in Internal Communication in Large Academic Libraries. Occasional Paper Number 6. ED 207 294

The Changing Patterns of School Enrolment and Their Implications for Educational Policy and Management. ED 207 602

Changing Women's Self-Perceptions: The Impact of a Psychology of Women Course. ED 207 195

Chicano Scholars: Against All Odds. ED 206 961

Children and Society: Issues for Pre-School Reform. ED 207 743

Children's Interpersonal Relationships: Playground Games and Social Cognitive Skills. Final Report. ED 207 679

Children's Knowledge and Text Comprehension. ED 207 697

Children's Perception of Support Inventory. ED 207 359

Children's Perceptions of the Sources of Self-Knowledge. ED 207 723

Children's Understanding of Class Inclusion and Their Ability to Reason with Implication. ED 207 706

Children's Understanding of Written and Spoken Discourse. Final Report. ED 208 021

Choosing a College Major in the Hard and Technical Sciences and the Professions: A Causal Explanation. ED 207 019

Classification and IQ-Alternative Predictors of Math Performance. ED 206 829

The Cloze and Maze as Measures of Comprehension of a Social Studies Text: A Preliminary Report. ED 207 835

Coast Community Colleges Community Telephone Survey, 1980, Report Number 4. Tuning in on Channel 50: A Demographic Comparison of KOCE Watchers and Non-Watchers. ED 207 889

Colleges Respond to Decline: Resistance versus Application. Issues in Higher Education, No. 17. ED 207 647

Communicating Innovations Via Television: A Study of Learning Within a Social Context. ED 207 390

Communication and Noncompliance: An Axiomatic Framework. ED 207 103

Communication Practices in the Educational Environment in the United States. ED 207 109

Community College Study of Media Utilization and Instructional Methodologies Used in Science Courses and Related Areas: A National Study. ED 207 102

Comparison of Difficulties and Reliabilities of Math-Completion and Multiple-Choice Item Formats. ED 207 508//

A Comparison of Enrollments in Gulf Coast Junior College vs Lower Division Enrollments in the Eight State Universities and Other Junior Colleges. ED 208 028

A Comparison of First and Second Language Reading Strategies among English-Speaking University Students. ED 207 645

Comparison of Pretest and Reanalysis Results of an Item Bias Study. ED 207 324

A Comparison of Procedures for Constructing Large Item Pools. ED 208 036

Comparison of Sex-Role Orientation and Personality Variables in Traditional Women and College Re-Entry Women. ED 207 998

A Comparison of the Effectiveness of Student Teachers Who Have Had Extensive Early Field Experience With Those Who Have Not. ED 206 945

Comparisons of Parent and Teacher Attitudes toward Mainstreaming. Draft. ED 207 943

The Compensatory Effect of Graphic Organizer Instruction on Text Structure. ED 207 281

Competition for Left Hemisphere Resources: Right Hemisphere Superiority at Abstract Verbal Information Processing. ED 208 019

Comprehension of Text and Pictures. Final Report. ED 207 018

The Computer as Coach: An Athletic Paradigm for Intellectual Education. AI Memo 389. ED 207 013

A Conceptual Framework for High School Mathematics. Final Report. ED 207 586

Conservation as a Supplementary Predictor of Reading Skill. ED 207 854

Conservation Reasoning Ability and Performance on BSCS Blue Version Examinations. ED 207 030

The Consistency of Title I Evaluation Results for Commonly Used Test Batteries. ED 207 820

Consumer Economics Education in Michigan Schools: Report of the 1980 Survey. ED 208 035

A Consumer's Guide to Teacher Development. ED 207 914

The Contest for Educational Resources. A Dynamic Theory of Equity. Final Report. ED 207 970

Cooperative Competition and Free Choice: The Results of a Two-System Open School Enrollment Policy. Final Report. ED 207 947

Coorientation Time Trends in a Small Group. ED 207 235

Coping With Curricular Change in Academe. The AIR Professional File No.9, Spring 1981. ED 207 097

Cop Talk and Media Use. ED 207 436

Correlations Between the McCarthy Scales of Children's Abilities and the Bayley Scales of Infant Development. ED 207 110

Cost Effectiveness and the Community School. Proceedings of a symposium of the American Educational Research Association (Los Angeles, California, April 13-17, 1981). ED 208 034

Cost Effectiveness of Premium Versus Regular Gasoline in MCPS Buses. ED 207 227

The Costs of Higher Education: How Much Do Colleges and Universities Spend per Student and How Much Should They Spend? ED 208 048

The Criminal Justice Doctorate: A Study of Doctoral Programs in the United States. ED 207 368

Cross-Cultural Sex Differences: Implications for Education. ED 207 391

Cross-Gender and Cross-Generational Perceptions of Sexuality. ED 206 994

Cultural Influence on Selective Attention Processes among Nigerian Adolescents. ED 206 974

Culture Writ Electronic: Themes in Television Advertising. ED 208 009

ED 207 050

(143) Reports - Research

387

Curriculum Development: Linking Science Education to Life. Report of a Sub-regional Workshop on Designing and Developing Innovative Science Curriculum and Instructional Materials (Bangkok, Thailand, December 8-20, 1980). ED 207 805

Day Care in Caracas: A Day Care Homes Program Evaluation Report. Volume I: Executive Summary. ED 207 691

The Decade Ahead: A Forecast of the Tacoma School District in the 1980s. A Report to the Tacoma School Board. ED 208 106

Developing a Strategy for Minimizing Underachievement Through Teacher Classroom Behavior. ED 207 725

Developing Cognitive Skills Through Art. ED 207 674

Development of an Index of Computer Anxiety. ED 207 512//

The Development of Metaphoric Operations. Final Report. ED 207 079

Development of Procedures for Assessing the Impact of Vocational Education Research and Development on Vocational Education (Project IMPACT). Volume 8-A Field Study of Predicting Impact of Research and Development Projects in Vocational and Technical Education. ED 206 817

Differences Between Women Who Choose Traditional and Non-Traditional Careers. ED 206 832

Differential Analysis of Language Teaching. ED 207 346

Differential Characteristics for Hyperactive Children High and Low on Aggression. ED 207 717

The Differential Effects of Frustration and Success Upon Competitive and Cooperative Behavior. ED 206 969

Difficultés d'apprentissage de la langue seconde chez l'immigrant adulte en situation scolaire: Une étude dans le contexte québécois (Adult Immigrants' Problems in Learning a Second Language in an Academic Setting: A Study in the Context of Quebec Culture and Practice). Publication B-101. ED 207 332

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Distance University Students' Use of Course Material to Complete Mathematics Exercises. ED 207 848

Doctorate Recipients from United States Universities. Summary Report 1980. ED 207 386

Documentation of Assessment Systems Used By Prime Sponsors in the Evaluation of Training and Educational Attainment of Program Participants (Priority 6). ED 206 896

Does the Clinic Work? An Investigation of Remedial Reading Instruction and Pupil Achievement. ED 207 001

Drug and Alcohol Abuse in Booming and Depressed Communities. Services Research Report. ED 206 989

The Dual-Profession Family and Children's Sex-Role Preferences. ED 207 722

Early Cognitive Functioning: Sex and Race Differences. ED 207 707

The Ecology of Implementation: A Qualitative Approach to Educational Evaluation. ED 207 322

Educational and Occupational Motivation and Adoption of Agricultural Technology among Rural Residents: A Preliminary Study. ED 207 770

Education Service Agencies: Status and Trends. ESA Study Series/Report No. 1. ED 207 205

An Effective Model of In-Service Workshops for Elementary Teachers.

ED 207 932

The Effect of Changing American Social Values on the Editorial Content, Style and Management of Newspapers.

ED 207 051

The Effect of Vicarious Partial Reinforcement Upon Children's Use of Self-Verbalization in Decisions Regarding Television Viewing.

ED 207 503//

The Effects of a Networking Information Processing Strategy on the Learning of Field-Dependents When Receiving Visual Instructional Information.

ED 207 493//

Effects of Human Relations Training on Intellectual and Moral Development.

ED 207 963

The Effects of Material and Task Variations on a Brief Cognitive Learning Strategies Training Program.

ED 208 016

The Effects of Need for Achievement on the Job Level/Job Satisfaction Relationship.

ED 206 972

Effects of Semantic and Orthographic Interference on Prose Recall.

ED 207 041

The Effects of Written Language Awareness on First Grade Reading Achievement.

ED 207 033

Eight Years of Special Education Research in a Large Urban School District.

ED 207 273

Emotional Experience and Regulation of Expressive Behavior.

ED 207 700

Encouraging Linkages Between CETA Youth Programs and Vocational Education in the State of Connecticut. Final Report.

ED 206 937

Encouraging the Transition from Concrete to Formal Cognitive Functioning-An Experiment.

ED 207 821

Equivocal Messages in Organizations.

ED 207 122

The Establishment and Abolishment of a State-wide System of Education Service Agencies: The Kentucky Experience. ESA Study Series/Report No. III.

ED 207 206

Estimation of Time Requirements During Planning: Interactions Between Motivation and Cognition.

ED 207 215

Ethnic Differences in the Nutritiousness of Diets of Hawai'i's Children.

ED 208 083

Ethnicity and Politics. IRSS Research Reports.

ED 207 873

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ED 208 096

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ED 207 560

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ED 207 267

Evaluation of ADVANCE: A Nontraditional Adult Diploma Program.

ED 206 807

Evaluation of the Vocational Preparation and Success of Handicapped Individuals Who Reside in Rural Areas of Florida. Florida Rural Research Project. Final Report.

ED 206 805

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ED 206 855

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ED 206 856

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ED 208 089

An Examination of Student Progress in Tacoma's Remediation Assistance Program (RAP) Compared with Progress of Similar Non-RAP Students.

ED 208 107

Examination of the Implementation of a Junior High School's New Approach to Discipline by Longitudinal Analysis of Change in Teachers' Stages of Concern and Levels of Use.

ED 207 171

An Examination of the Perceived Educational Needs of a Sample of the Population of the Service Area of Kirkwood Community College.

ED 207 642

Examining Management Success Potential.

ED 207 239

Examining the Effects of Incentives on the Return Rates of Mailed Surveys.

ED 208 037

The Experience of Parenthood, Family Phase and Adult Development: An Exploration of Parents' Perceptions.

ED 206 827

The Expression of Differences in Intercultural Encounters.

ED 207 090

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ED 207 804

Facilitating Positive Psychosocial Adaptation in Children with Cystic Fibrosis by Increasing Family Communication and Problem-Solving Skills. A Research Report to the Cystic Fibrosis Foundation.

ED 207 708

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ED 207 207

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ED 207 755

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ED 207 471

Final Report of Project S.I.D. (Strength in Differences), July 1, 1980-June 30, 1981.

ED 206 891

Final Report of Project V.G.I.P., July 1, 1980-June 30, 1981.

ED 206 885

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ED 207 802

Final Report of the Brookline LOGO Project, Part II: Project Summary and Data Analysis. Artificial Intelligence Memo No. 545.

ED 207 801

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ED 207 486

Final Report of the Vocational Rehabilitation Project (SREG 116), November 1980-June 1981. Part I.

ED 206 882

Final Report of the Vocational Rehabilitation Project (SREG 116), November 1980-June 30, 1981. Part II.

ED 206 883

Financing Community Colleges, 1981.

ED 207 631

First Year Teachers: Perceptions of Changes.

ED 207 972

Five to One Student Teaching Experience.

ED 207 974

Follow-Up of Students Who Majored and Are Majoring in Legal Technology. Volume 10, Number 15.

ED 207 660

Publication Type Index

Follow-Up of Students Who Stopped Out, 1974-1978. Volume 11, Number 14.

ED 207 667

Follow-Up Study of Dietetic Technician Graduates, 1975-1979. Volume 10, Number 14.

ED 207 659

Follow-Up Study of Students Majoring in Banking, Finance and Credit, 1976-1981. Volume 11, Number 12.

ED 207 665

Follow-Up Study of 1979 Harper Transfer Alumni. Volume 11, Number 9.

ED 207 663

For the Primacy of Speech Communication in Organizational Communication.

ED 207 104

The Frequencies & Origins of Scientific Misperceptions.

ED 207 846

Gestures of India: A Study of Emblems among Punjabi Residents of Canada.

ED 207 093

Goal-Assessment for Administrative Decision-Making.

ED 207 410

Graduate Student Incomes in Ontario, 1979-80.

ED 207 444

Head Start: An Effective Program But the Fund Distribution Formula Needs Revision and Management Controls Need Improvement. Report to the Congress of the United States by the Comptroller General.

ED 207 724

Heroin-Addicted Parents and Their Children. Two Reports. Services Research Report.

ED 206 988

Highlights from Student Drug Use in America 1975-1980.

ED 206 958

Identification, Assessment, and Placement of Limited English Proficiency Students in Vocational Education. A Study of Current Practices in Illinois.

ED 206 854

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ED 207 853

Impact Research Focusing on Mildly Mentally Handicapped Students in Secondary Vocational Consumer and Homemaking Programs in Minnesota.

ED 206 899

Impact Study: Staff Perceptions of Their Professional Lives. Occasional Papers No. 4.

ED 207 459

Implementation at the School Building Level: The Development and Analysis of Nine Mini-Case Studies.

ED 207 170

The Implementation of a New Approach to Discipline in a Junior High School: A Case Study of Interventions During the Process of Change.

ED 207 174

The Implications of Multiple Dimensions of Self-Disclosure for the Nature and Functions of Reciprocity in Initial Interactions.

ED 207 095

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ED 206 871

Increasing Occupational Role Innovation: Intervention Implications of Two Survey Studies.

ED 206 900

Increasing Toddlers' Vocabularies Through Picture-Reading.

ED 207 682

Individualized Bilingual Instruction for Migrants.

ED 207 760

Individualized Study by Telecommunications. Model and Procedures Documentation Report.

ED 207 529

Infants' Mother-Stranger Discrimination and Cognitive Functioning Twelve Years Later.

ED 207 705

INFO RELEASE. National Information Network for Recreation, Leisure and Sport.

ED 207 535

Information for Community Action: A Demonstration of University/Public Library Cooperation in Meeting Community Groups' Information Needs. Final Report.

Publication Type Index

- In Search of Ways to Reduce Unnecessary Teacher Absenteeism. ED 207 545
- Instructional Evaluation Techniques: Ends Dictate the Means. ED 207 180
- Instrument Development for Informal Diagnosis of Hebrew as a Second Language Spelling Miscues. ED 207 596
- Interaction Effects of Task Variables and Ability on Task Engagement. ED 207 326
- The Interaction of Learner Aptitudes with Instructional Treatment in Quadratic Inequalities. ED 207 038
- An Intergenerational Study of the Psychosocial Atmosphere in the Families of Married Couples. ED 206 973
- Interim Report of the LOGO Project in the Brooklyn Public Schools: An Assessment and Documentation of a Children's Computer Laboratory. Artificial Intelligence Memo No. 484. ED 207 799
- International Developments in Educational Administration. ED 207 244//
- Interpersonal Needs of Remedial Readers. ED 207 031
- Interpreting Idioms. ED 207 040
- Investigation of Pre-School Children's Problem Solving Processes. Final Report. ED 207 698
- IRT Equating: A Flexible Alternative to Conventional Methods for Solving Practical Testing Problems. ED 208 038
- IRT Versus Conventional Equating Methods: A Comparative Study of Scale Stability. ED 208 039
- The Job Market in Ohio, 1976-1980: An Analysis of Position Advertisements for Public, Academic, Special and Other Library Vacancies in Ohio. Alternative Modes for Providing Graduate Education for Librarianship in Ohio. Phase One: Needs Assessment Related Paper No. 1. ED 207 606
- Joint Regional Depository for United States Public Documents: A Case Study in Nebraska. ED 207 543
- The J. R. Syndrome: Administrator Bias in Teacher Evaluation. Publication Number 80.51. ED 207 229
- Language, Class, and Cultural Implications on First and Second Language Acquisition: A Cross-Cultural Study of Cognitive Consequences. ED 207 360
- Le français parlé dans la ville de Québec: une étude sociolinguistique (The Spoken French in the City of Québec: A Sociolinguistic Study). Publication G-1. ED 207 341
- Les mécanismes psychologiques sous-jacents à l'apprentissage d'une langue seconde (The Psychological Mechanisms Related to the Learning of a Second Language). Publication B-99. ED 207 337
- Level of Economic Knowledge of Certain Groups of Teachers. ED 207 920
- Levels and Types of Curriculum and Instructional Design Skills Presently Offered in Pennsylvania Teacher Education Programs. ED 207 950
- Library Continuing Education in South Central Pennsylvania: The SPACE Council Needs Assessment. ED 207 607
- Linking R&D with Schools. Perspectives on School Improvement: A Casebook for Curriculum Change. ED 207 261
- Local Mixed Income Testing. Service and Participant Mix. Youth Knowledge Development Report 4.1. ED 206 867
- A Long-Range Follow-up of Post-Secondary Vocational, Technical and Adult Education Graduates. Final Report. ED 206 859

- Low-Income, Black Preschoolers' Ability to Complete Temporally-Ordered Sequences. ED 207 704
- A Low-Inference Indicator of Lesson Structure in Mathematics. ED 207 856
- The Martin Report: What Goes on in English Lessons. Case Studies from Government High Schools, Western Australia. ED 207 078
- Mathematics Self-Efficacy and the Consideration of Math-Related Majors: A Preliminary Path Model. ED 207 847
- Measurement Error Models of Educational Attainment for Whites and Mexican-Americans. ED 207 905
- Measuring Degree of Implementation of Bilingual Education Programs: Implications for Staff Development and Program Evaluation. Bilingual Education Paper Series, Vol. 4 No. 5. ED 207 993
- Media Effects on the Perceived Legitimacy of Deviant Political Groups: Two Experiments. ED 207 046
- Medical Technology: Factors Contributing to Professional Attrition. ED 207 413
- The Mexican American Culture Simulator for Child Welfare. Technical Report. ED 207 738
- MisSIS-First Year Graduate Analysis Report, S08-3-B and Non-Returning Student Analysis Report, S08-1-B. ED 207 646
- Modelling Reading Times in Different Reading Tasks with a Simulation Model of Comprehension. Technical Report, May 1, 1978 through March 30, 1979. ED 207 037
- A Model of Crisis Decision Making in Organizations. ED 207 181
- The Modification of Students' Attitudes Toward Disabled Persons. ED 207 287
- Motivational Orientations of Senior Citizens Participating in the Elderhostel Program. ED 206 927
- M-Space: Is It a Constraint on Reasoning Ability? ED 207 822
- Multilevel Analyses of Teacher-Student Relationships in Junior High Classrooms. ED 208 041
- The National Census Study of Secondary Vocational Consumer and Homemaking Programs. A Final Report. ED 206 916
- National Survey of Economic Education, 1981. Grades Six Through Twelve. ED 207 896
- Needs Assessment Samples. Technical Assistance and Dissemination System: Illinois Special Needs Populations. ED 206 838
- Networking and Accessing School Discipline Programs. ED 207 223
- The New Asian Immigrants. ED 208 078
- New Mexico Dropout Study, 1976-1977. ED 207 737
- New Mexico Dropout Study, 1977-78 and 1978-79. ED 207 775
- New Mexico Dropout Study, 1979-80. ED 207 776
- A Note on the Factor Structure of Some Piagetian Tasks. ED 207 823
- Nutrition in Policy Planning for the Rural Sector. Cornell International Nutrition Monograph Series, Number 8 (1981). ED 207 711
- Occupational Aspirations of Talented Black Adolescent Females. ED 206 976
- On False-Positive and False-Negative Decisions with a Mastery Test. ED 208 022

(143) Reports - Research

389

- On-Site Evaluation in Illinois. ED 208 055
- Ontario Universities Statistical Compendium, 1970-71 to 1979-80. Part A, Macro-Indicators. ED 207 439
- Optimization of Computerized Drills: An Instructional Approach. ED 207 555
- Oregon Early School Leavers Study. ED 207 154
- Organizations Collaborating to Improve Educational Practice. ED 207 190
- Orientations and Transitions: A Survey of Kindergarten and Primary Programs in Greater Victoria School District No. 61. ED 207 676
- Participant Perspectives of Classroom Discourse. Final Report. Part IV: How Do We Know? (Alternative Descriptions of Classroom Discourse). ED 207 364
- Patterns of Reasoning: Probabilistic Reasoning. ED 207 810
- Peer Perceptions of the Behavior of Hyperactive Children. ED 207 701
- Performance in Literacy and Numeracy: 1980. ED 208 056
- Persecutors, Victims and Rescuers in Harlequin Romances. ED 207 086
- Personality and Cognitive Style, Predictors of Teaching Style, Preferences: An Exploratory Study. ED 207 500//
- Personality Characteristics and Learning Style Preferences of Allied Health Students. ED 207 954
- Persuasive Films: Techniques Used to Change Attitudes. ED 207 513//
- Photography To Enhance Aesthetic Skills. ED 207 506//
- The Place of Language in Piagetian Theory. ED 207 055
- Planning Residential and Vocational Services for Mentally Retarded Young Adults: Parents' Choices. ED 207 283
- The Politics of Evaluation at the Local Level: A View Through Teachers' Perspectives. ED 207 224
- Politics of Textbook Selection. ED 207 166
- Population and Enrollment Projections. Analytical Studies Research Report[s], 81-1 [and] 81-5. ED 207 622
- Predicting College Achievement Using Performance in College-Level Courses Taken in High School, SAT Scores, and High School Rank. ED 207 414
- Predicting Social Competence: The Validity of the PIPS. ED 207 718
- Predicting Student's Effort and Performance in Foreign Language Courses: An Application of Expectancy Theory of Motivation. ED 207 325
- The Preparation of Schools to Meet the Physical Education Requirements of P.L. 94-142. ED 207 960
- Preparing Regular Educators for New Responsibilities in Educating Handicapped Children. A Guide to Implementation Strategies for Policy-makers. ED 207 959
- Press Responsibility for Health News: Beyond Precision and Toward Prevention. ED 207 054
- Prevalence Study of the Risk of Burns in the Public Schools Population in Charleston, South Carolina (Under the Direction of Stanley Schuman). ED 208 080
- The Problem-Drinking Drug Addict. Services Research Report. ED 206 987
- Problemes en enseignement fonctionnel des langues (Problems in the Functional Teaching of Languages). Publication B-103. ED 207 333

Problems of Complex Systems: A Model of System Problem Solving Applied to Schools.

ED 207 164

Problem Solving with Calculators in Elementary School Mathematics: Report to the Protestant School Board of Greater Montreal.

ED 207 827

Proceedings of Selected Research Paper Presentations at the 1981 Convention of the Association for Educational Communications and Technology and Sponsored by the Research and Theory Division (Philadelphia, Pennsylvania, April 1981).

ED 207 487

Proceedings of the Annual Southern Research Conference in Agricultural Education (30th, Lubbock, Texas, July 21-23, 1981).

ED 206 873

Production of Academic Achievement as a Function of Teachers' Training, Experience and Salaries.

ED 207 240

The Productivity of Criminology and Criminal Justice Faculty.

ED 207 392

Professionalism Among Criminal Justice Educators.

ED 207 396

A Profile of 1980 Entering Freshmen at the University of Maryland, College Park. Research Report No. 2-81.

ED 207 464

Programs for Changing Attitudes: Social Distance and the Department of Public Instruction's Human Relations Program.

ED 208 093

The Progressive Construction of Mind: One Child's Learning-Addition. Artificial Intelligence Memo No. 586.

ED 207 803

The Progress of Self-Reported Androgynous Behavior in College Women.

ED 206 980

A Psycholinguistic Descriptive Analysis of Six Selected Secondary IV Students' Perceptions of the Reading and Writing Processes and Their Language Performance: Case Studies of Above Average, Average and Poor Readers.

ED 207 002

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Publication Type Index

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Strategies for Knowledge Use and School Improvement: Technical Appendices. Linking R&D with Schools.

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Strategies Used by Native Speakers in Native-Non-Native Conversations.

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The Structure of Colleague Relations in an Urban Elementary School.

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The Structure of Foreign News.

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A Survey of Teacher Supply and Demand Data Collection Systems in NASDTEC Central Region States.

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Teaching Children to Solve One-Step Word Problems.

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University S/E Faculty Spend One-Third of Professional Time in Research. Science Resources Studies Highlights.

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An Upper Asymptote for the Three-Parameter Logistic Item-Response Model.

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The Urban Principal. Discretionary Decision-Making in a Large Educational Organization.

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Use of Cameras in an Early Childhood Classroom to Enhance Academic and Self-Concept Growth.

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Use of Computers for Instructional Purposes in Ontario Schools.

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The Use of Manipulatives and Their Effect on the Development of Spatial Conceptualizations.

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The Use of the Sequential Probability Ratio Test in Making Grade Classifications in Conjunction with Tailored Testing.

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Using Memory Schemata to Comprehend Scripted Texts.

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Views of Students and Parents Regarding Important Discipline Problems, Influences, and Corrective Actions: A Follow-up Study.

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Visual Learning Stimulus Considerations: Concept-Related Graphic, Arbitrary Graphic, and Verbal Label Symbols.

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What do Teachers Really Want? Sex-Role Stereotyping and the Elementary Classroom Teacher.

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Acquiring Different Senses of the Verb "To Know."

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Adapted Outward Bound Programmes: An Alternative for Corrections.

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Adapting-Sociology to the Changing Demands of General Education: The Use of Debate and Critical Analysis.

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Advisory Councils on Vocational Education-Retrospect and Prospect.

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Analysing the Readability of English and Non-English Texts in the Classroom with Lix.

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An Analysis of Public Relations Policy Development in Selected Public School Districts.

ED 207 245

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An Analysis of the Relationships of Academic Success and Selected Achievement/Attitude Tests.

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Analyzing Functions of Illustrations in Text.

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Antecedents of Children's Comprehension of the Purpose of Television Advertising.

ED 207 049

An Application of the PMI Model at the Project Level Evaluation of ESEA Title IV-C Projects.

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An Application of the PMI Model at the System Level: Evaluation of a Division in Central Administration.

ED 207 243

Application of the PMI Model at the System Level: Evaluation of a Systemwide Program Implementation.

ED 207 238

Approaches to Rural Development: The Guelph Experience.

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Assessing Developmental Hypotheses with Cross Classified Data: Log Linear Models.

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Assessing Re-Entry Women's Life Experience Learning.

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Assessment of Adherence to Eating Habit and Exercise Components in a Behavioral Weight Control Program.

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Assessment of College-Level Speaking and Listening Skills.

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Attributions, Learned Helplessness and Sex Differences in Achievement.

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Authorities and Standards in a Changing World.

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Basic Ideas in Item Banking.

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Beginning Practicum Experiences: Anxiety and Its Consequences.

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Beyond Productivity to Quality.

ED 207 385

Bibliography of Pictorial Research Appearing in Selected Journals in 1980.

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The Board's Responsibility for Attracting and Landing the Best Teaching Staff.

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A Call for a Truce Between Educational Technology and Teaching: Suggestions for Mutually Beneficial Collaborations.

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Career Vitalization and Stress among Professors: An Attributional Model.

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The Challenges of the Multicultural Classroom.

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Changing Certification and Endorsement Programs.

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Changing Women's Self-Perceptions: The Impact of a Psychology of Women Course.

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Children's Knowledge and Text Comprehension.

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Children's Perception of Support Inventory.

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Children's Perceptions of the Sources of Self-Knowledge.

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Children's Understanding of Class Inclusion and Their Ability to Reason with Implication.

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Choosing a Color Television System.

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Choosing a Text for the College Methods Course in Reading.

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Classification and IQ-Alternative Predictors of Math Performance.

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Classification in Australia.

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The Cloze and Maze as Measures of Comprehension of a Social Studies Text: A Preliminary Report.

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Cognitive Somatic Behavioral Interventions for Maximizing Gymnastic Performance.

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Collective Bargaining and the Concept of Autonomy in the National Autonomous University of Mexico.

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College Program Evaluation and ID.

ED 207 497//

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Communication and Noncompliance: An Axiomatic Framework.

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Communication Practices in the Educational Environment in the United States.

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Community College Study of Media Utilization and Instructional Methodologies Used in Science Courses and Related Areas: A National Study.

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Comparison of Difficulties and Reliabilities of Math-Completion and Multiple-Choice Item Formats.

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A Comparison of First and Second Language Reading Strategies among English-Speaking University Students.

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Comparison of Pretest and Reanalysis Results of an Item Bias Study.

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Comparison of Sex-Role Orientation and Personality Variables in Traditional Women and College Re-Entry Women.

ED 206 945

Publication Type Index

The Compensatory Effect of Graphic Organizer Instruction on Text Structure.

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Competency Testing: Assessment or Politics? Draft.

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Computer-Based Instruction in Early Childhood Education at the University of Georgia: A Proposed Innovation.

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Computer Literacy.

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Conservation as a Supplementary Predictor of Reading Skill.

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The Consistency of Title I Evaluation Results for Commonly Used Test Batteries.

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Cop Talk and Media Use.

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Cultural Influence on Selective Attention Processes among Nigerian Adolescents.

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Development of an Index of Computer Anxiety.

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Differential Analysis of Language Teaching.

ED 207 346

Differential Characteristics for Hyperactive Children High and Low on Aggression.

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The Differential Effects of Frustration and Success Upon Competitive and Cooperative Behavior.

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Discourse Factors in the Evaluation of Language Ability.

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Dissemination Strategies at the National Science Foundation in Pre-College Education.

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Distance University Students' Use of Course Material to Complete Mathematics Exercises.

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Doing Communication in the "Real World":
Strategies for Teaching Non-Traditional Stu-
dents.
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The Dual-Profession Family and Children's Sex-
Role Preferences.
- ED 207 722
Early Cognitive Functioning: Sex and Race Dif-
ferences.
- ED 207 707
Educating Students for Communication with
People from Other Cultures.
- ED 207 114
Educational Administration: A Forty-Year Per-
spective.
- ED 207 225
Educational and Occupational Motivation and
Adoption of Agricultural Technology among Ru-
ral Residents: A Preliminary Study.
- ED 207 770
Education Policy Analysis and the Rent-a-Troika
Business.
- ED 207 228
An Effective Model of In-Service Workshops for
Elementary Teachers.
- ED 207 932
Effective Superintendent Evaluation-It's Not
That Difficult.
- ED 207 139
Effective Teacher Training and Urban School
Improvement.
- ED 207 949
The Effect of Changing American Social Values
on the Editorial Content, Style and Management
of Newspapers.
- ED 207 051
The Effect of Vicarious Partial Reinforcement
Upon Children's Use of Self-Verbalization in
Decisions Regarding Television Viewing.
- ED 207 503//
The Effects of a Networking Information Pro-
cessing Strategy on the Learning of Field-Depen-
dents When Receiving Visual Instructional
Information.
- ED 207 493//
The Effects of Need for Achievement on the Job
Level/Job Satisfaction Relationship.
- ED 206 972
Effects of Semantic and Orthographic Interfer-
ence on Prose Recall.
- ED 207 041
The Effects of Written Language Awareness on
First Grade Reading Achievement.
- ED 207 033
Eight Years of Special Education Research in a
Large Urban School District.
- ED 207 273
Elaborating the Reading Curriculum for the
Gifted.
- ED 207 016
Elder Theatre: Positive Image of Aging and
Forum for Intergenerational Communication.
- ED 207 120
Eliminating Sexism from Children's Theatre Pro-
ductions.
- ED 207 116
Emotional Experience and Regulation of Expres-
sive Behavior.
- ED 207 700
Equivocal Messages in Organizations.
- ED 207 122
Error Analysis in Basic Writing.
- ED 207 060
Establishing Research Goals: The Ethnographer-
Practitioner Dialectic.
- ED 207 517//
Ethnic Differences in the Nutritiousness of Diets
of Hawai'i's Children.
- ED 208 083
Evaluation Designs for Title I Summer Programs.
- ED 208 088
The Evolution of a Community Drug Abuse Pro-
gram: Families Have a Critical Role.
- ED 206 942
An Examination of Achievement Related Behav-
ior of High and Low Achieving Inner City Pupils.
- ED 208 089
Examination of the Implementation of a Junior
High School's New Approach to Discipline by
Longitudinal Analysis of Change in Teachers'
Stages of Concern and Levels of Use.
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Examining Management Success Potential.
- ED 207 239
Existential/Phenomenology as a Philosophical
Base for a Feminist Psychology.
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Experience Based Career Education and the
Mentally Handicapped Student.
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The Experience of Parenthood, Family Phase
and Adult Development: An Exploration of Par-
ents' Perceptions.
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The Expression of Differences in Intercultural
Encounters.
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Children with Cystic Fibrosis by Increasing
Family Communication and Problem-Solving
Foundation.
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Facilitating Recognition Memory: The Use of
Distinctive Contexts in Study Materials and
Tests.
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Feasibility of an IFLA Round Table on the Man-
agement of Library Associations.
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Field Agency in Teacher Centers. (The concept
of the agricultural extension agent applied to
teacher centering in the United States).
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Following Written Directions: A Survival Skill.
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Format and Evaluation of the Cross-Cultural
Component of a Foreign Teaching Assistant
Training Program.
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Organizational Communication.
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The Frequencies & Origins of Scientific Miscon-
ceptions.
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The Future, Extraterrestrial Space Humanization
and Sociology.
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Personal Efficacy Needs of Hispanic Students in
Public Schools.
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Punjabi Residents of Canada.
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Making.
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Choice and Political Denunciation.
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Framework of Area Health Education Center
Evaluation.
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gual Education.
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Home-School Discrepancies and the Puerto Ri-
can Exceptional Child.
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How to Improve and Evaluate the Principal's
Performance.
- ED 207 147
How Will Educational Institutions Respond to
Changing Values and Lifelong Learning?
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Hyperactivity as a Personality Disorder.
- ED 207 715
If Self-Evaluation Is the Answer, What Is the
Question?
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Images as Barriers to Intercultural Communica-
tion.
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Implementation at the School Building Level:
The Development and Analysis of Nine Mini-
Case Studies.
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The Implications of Multiple Dimensions of Self-
Disclosure for the Nature and Functions of
Reciprocity in Initial Interactions.
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Teachers of Reading.
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Relationships through the Arts.
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Increasing Occupational Role Innovation: Inter-
vention Implications of Two Survey Studies.
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Individualized Bilingual Instruction for Migrants.
- ED 207 760
Infants' Mother-Stranger Discrimination and
Cognitive Functioning Twelve Years Later.
- ED 207 705
Instructing the Academic Library User in the
United States and Britain: A Review of the Liter-
ature and the State-of-the-Art in Oxford.
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Instructional Design and Directed Cognitive
Processing.
- ED 207 490//
Instructional Evaluation Techniques: Ends Dic-
tate the Means.
- ED 207 596
Integrating Findings from Different Levels of In-
struction.
- ED 208 040
Interaction Effects of Task Variables and Ability
on Task Engagement.
- ED 207 038
The Interaction of Learner Aptitudes with In-
structional Treatment in Quadratic Inequalities.
- ED 207 488//
Interaction of Learner Control and Student Apti-
tudes.
- ED 208 011
Internal Support Structures for the Development
of Autonomous Schools. Research on Concerns-
Based Adoption.
- ED 207 175
Interpreting Idioms.
- ED 207 040
IRT Equating: A Flexible Alternative to Con-
ventional Methods for Solving Practical Testing
Problems.
- ED 208 038
IRT Versus Conventional Equating Methods: A
Comparative Study of Scale Stability.
- ED 208 039
Journalism History and Women's Experience: A
Problem in Conceptual Change.
- ED 207 045
Journalism, Privacy, and Embarrassing Facts: A
Critical Review of the Newsworthiness Defense.
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The J. R. Syndrome: Administrator Bias in
Teacher Evaluation. Publication Number 80.51.
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Keep Your Eye on the Moving Target: Planning
Mass Media for Public Health Interventions.
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Childhood Professional in Influencing Public
Policy.
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Language Analysis: Critical Reading and Writ-
ing-What's the Connection?
- ED 207 081
Language and Learning: Talk between Adults
and Children at Home and at School.
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Language, Class, and Cultural Implications on
First and Second Language Acquisition: A Cross-
Cultural Study of Cognitive Consequences.
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Language, Speech and Print.
- ED 207 011
Leadership is Everybody's Business: Insights
Into Sport Situations.
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Leading a Child to a Computer Culture. AI
Memo 343.
- ED 207 575
Learning and Performing: An Integrated Lan-
guage Course at the Tertiary Level.
- ED 207 338
Learning from Diagrams: Theoretical and In-
structional Considerations.
- ED 207 518//

Learning Hierarchies in Instructional Development: Experiences and Directions for Research. ED 207 510//

Levels and Types of Curriculum and Instructional Design Skills Presently Offered in Pennsylvania Teacher Education Programs. ED 207 950

The Limits of Compensatory Education. ED 208 094

Linkages Between a State Bureau of Evaluation and the Professional Field. ED 208 002

A Literature Review: Competencies for Principals of Bilingual/Community Schools. ED 207 198

Local Government Support of a Child Voucher System: Austin/Travis County, Texas. ED 207 713

Low-Income, Black Preschoolers' Ability to Complete Temporally-Ordered Sequences. ED 207 704

Main Trends and Problems of Development of Librarianship in a Multinational State. ED 207 483

Mathematics Self-Efficacy and the Consideration of Math-Related Majors: A Preliminary Path Model. ED 207 847

Measurement Error Models of Educational Attainment for Whites and Mexican-Americans. ED 207 905

Measuring Degree of Implementation of Bilingual Education Programs: Implications for Staff Development and Program Evaluation. Bilingual Education Paper Series, Vol. 4 No. 5. ED 207 993

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Note-Making with T-Notes. ED 207 008

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Occupational Aspirations of Talented Black Adolescent Females. ED 206 976

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An On-Campus, Off-Campus Model for Native Indian Teacher Education. ED 207 726

Once Established, What Techniques Work Best for Monitoring the District? ED 207 169

The Ontogeny of Communication. ED 207 091

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Orientation and Intercultural Communication: A Course for Advanced ESL Students. ED 207 348

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Personality and Cognitive Style, Predictors of Teaching Style, Preferences: An Exploratory Study. ED 207 500//

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Policy Researcher as Sleuth: New Approaches to Integrating Qualitative and Quantitative Methods. ED 207 256

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The Potential for Program Evaluation in a "Developing" Country. ED 207 226

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Regulation of Nonverbal Intimacy: Searching for an Adequate Methodology. ED 207 115

Relation of Conjugate Lateral Eye Movements to Inferential Reasoning and Semantic Comprehension. ED 208 013

Relationship Between Eye Movement and Cognitive Information Acquisition Utilizing an Unobtrusive Eye Movement Monitoring Device. ED 207 507//

A Relationship Between Hemisphericity and Psycho-Epistemology. ED 207 509//

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The Relevance of Teacher Education. ED 207 939

Remarks of Mark S. Fowler, Chairman, Federal Communications Commission. ED 207 088

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Research on Special Education in New Zealand. ED 207 295

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Role Model Choice: Who Do Women Say Their Models Are? ED 206 986

The Role of Stimulus-Size on Performance in the Embedded-Figures-Test and in the Rod-and-Frame-Test and the Implications of This Role for the Perceptual and Cognitive Style Constructs in Educational Technology Research. ED 207 515//

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Publication Type Index

- Scripts and the Composing Process. ED 207 329
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- Strategies for Identification and Academic Development of the Gifted/Talented Bilingual Student. ED 207 290
- Strategies for Language Expansion: A College Reading Program. ED 207 034
- The Stratification of Socialization Processes: A View from the Classroom. ED 207 874
- The Structure of Colleague Relations in an Urban Elementary School. ED 207 167
- The Structure of Foreign News. ED 207 048
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- A Study of Attitude Change in College Classes. ED 207 928
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- A Survey of In-Service Teacher Training Programs for Graduate Teaching Assistants in Basic Communication Courses. ED 207 106
- A Survey of Teacher Supply and Demand Data Collection Systems in NASDTEC Central Region States. ED 207 942
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- Syntactic Maturity and Grading: A Correlational Study. ED 207 071
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- Teaching Assistants' Perceptions of Formal and Informal Communications with Students. ED 207 107
- Teaching Organizational Communication: Course and Program Considerations. ED 207 108
- Teaching the Adult of the "80's". ED 207 009
- A Test of a Structural Model of Student Background and Motivation Variables Influencing Student Test Performance. ED 208 026
- There's More to the Evaluation of a Superintendent than Meets the Eye. ED 207 138
- These Programs Worked in Raising Math Scores. Clinic A-14. ED 207 815
- Toward a Grammar of Educational Television: Part II, Method. ED 207 489//
- The Treatment of Wife Abuse in Recent Social Science Literature. ED 206 981
- Trends in University Instructional Development. ED 207 528
- Trends in Urban School Desegregation. ED 207 148
- The Triple Bias: Rural, Minority and Female. ED 207 758
- Trustee Liability and Legal Responsibility. ED 207 652
- The TV Turtle: A LOGO Graphics System for Raster Displays. AI Memo 361. ED 207 577
- Understanding How Students Learn—Outcome and Approach. ED 208 015
- Urbanization as a Context for a System of Functional News Beats. ED 207 053
- Uses of Future Studies Techniques by Educational Administrators. ED 207 134
- Using an Interactive Computer System to Teach Statistical Methods in Education. ED 207 594
- Using Memory Schemata to Comprehend Scripted Texts. ED 207 042
- The U. S. Privacy Protection Commission—A Retrospective View from the Chair. ED 207 923
- U.S.S.R.—Children and Schooling. ED 207 926

(160) Tests/Questionnaires

395

- Utilization of Evaluation Results in Joint Policy Making. ED 208 007
- Validating Decisions Made with Criterion-Referenced Tests. ED 208 025
- Veterans Educational Assistance Program (GI Bill). ED 207 408
- Visual Compositions and the Writing Process. ED 207 082
- Visual Compositions: A Way to Teach Explicit and Implicit Text Factors in Content Areas. ED 207 003
- Visual Learning Stimulus Considerations: Concept-Related Graphic, Arbitrary Graphic, and Verbal Label Symbols. ED 207 492//
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- Wanderings in Western Europe: Theatre for Young Audiences around the World: Aesthetic and Political Trends. ED 207 121
- What School Boards Can Do to Improve Teacher Competency. ED 207 140
- What Should Your Board Expect from Its Professional Staff? ED 207 143
- The White House Conference on the Family: Some Observations. ED 207 908
- William Brennan and the Failed "Theory" of Actual Malice. ED 207 043
- Will the "Real" Proficiency Standard Please Stand Up? ED 208 060
- Women At Work and At Home: Implications for Depression and Mental Health. ED 206 982
- Women Entering Traditionally Male Professions: Achievement-Related Variables and Stress. ED 206 977
- Workshop Participants' Perception Rankings of Second Generation School Desegregation Issues. ED 208 085
- Writing as a Way of Knowing—A Phenomenological View. ED 207 058
- "XYZ-PDQ!" The Terms and Effects of Children's Challenges. ED 207 681
- 19th Century Roots of Modern Interpretation Theory: Dickens as a Platform Performer. ED 207 099
- 1980 Culture Shock: Evolving Ethnographic Procedures to Study Adult Learning-To-Read Behaviors. ED 207 007
- (160) Tests/Questionnaires
- Access to Bachelor's Degrees Through Evening and Weekend Courses, 1980. ED 207 420
- The American Freshman: National Norms for Fall 1980. ED 207 404
- An Assessment and Analysis of Selected Learning Modes Preferred by Students. Learning Theory and Applications. ED 207 407
- Assessments of Performance in Teaching Field Study Instrument. ED 207 990
- Behavioral Checklist of Infant/Toddler Care-Provider Competencies. ED 207 678
- Choosing a Text for the College Methods Course in Reading. ED 207 027
- A Course Evaluation System in an Open University. ED 207 451
- The Development and Analysis of a Grade Eight Physical Science Test. ED 207 999
- The Development and Analysis of a Test on "Responsibility" for High School Students. ED 208 000

Development of an Index of Computer Anxiety.
ED 207 512//
Evaluation and Research Program for the Portable Braille Recorder (PBR). Volume II. Appendices to Final Report.

ED 207 268
Final Report of an Expansion of a Model for Development of Proficiency/Equivalency Tests for Clinical Laboratory Personnel, July 1, 1980-June 30, 1981.

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Follow-Up Study of Students Majoring in Banking, Finance and Credit, 1976-1981. Volume 11, Number 12.

ED 207 665
Follow-Up Study of 1979 Harper Transfer Alumni. Volume 11, Number 9.

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Identifying, Measuring, and Teaching Helping Skills.

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Impact Research Focusing on Mildly Mentally Handicapped Students in Secondary Vocational Consumer and Homemaking Programs in Minnesota.

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Instructional Evaluation Techniques: Ends Dictate the Means.

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Library Continuing Education in South Central Pennsylvania: The SPACE Council Needs Assessment.

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Needs Assessment Samples. Technical Assistance and Dissemination System: Illinois Special Needs Populations.

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Peer Perceptions of the Behavior of Hyperactive Children.

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Persuasive Films: Techniques Used to Change Attitudes.

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The Productivity of Criminology and Criminal Justice Faculty.

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Professionalism Among Criminal Justice Educators.

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Program Review: Administrative Units and Service Units, COPE Study 1979-80.

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Public Image of the University: Perceptions of High School Counselors. Institutional Research Report No. 81-19.

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The Search and Screen Committee: A Simulation. Equity for Women in Higher Education Project.

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The Standardized Assessment System for Youth Demonstration Projects. Knowledge Development Framework. Youth Knowledge Development Report 1.6.

ED 206 862

State-of-the-Art Review of Bibliographic Control in Higher Education in Canada.

ED 207 429
Strategies for Knowledge Use and School Improvement. Technical Appendices. Linking R&D with Schools

ED 207 259
Student Characteristics as Compared to the Community Profile, 1980-1981. Volume 11, Number 13.

ED 207 666
Student Survey: Exit Spring '80.

ED 207 648
A Study of School Discipline in Tennessee.

ED 207 151
Study of Students Who Withdrew from Courses during the Fall of 1980. Volume 10, Number 12.

ED 207 657
Survey of High School Seniors and Their Parents in Harper's District. Volume 11, Number 1.

ED 207 661
Survey of Immigrant and Refugee Students at the University of California, Berkeley.

ED 207 433
Survey of Students Who Stopped Attending a Course, Fall 1979. Volume 11, Number 5.

ED 207 662
Survey of Telephone Registrants Fall 1979. Volume 10, Number 13.

ED 207 658
Survey: Writing In the Content Area.

ED 207 062
Views of Students and Parents Regarding Important Discipline Problems, Influences, and Corrective Actions: A Follow-up Study.

ED 207 150

(170) Translations

Student Rights and Responsibilities. Derechos y Responsabilidades de Estudiantes.

ED 207 740

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AA001094	ED206798	CE029946	ED206857	CE030110	ED206917	CG015417	ED206976
CE028737	ED206799	CE029959	ED206858	CE030111	ED206918	CG015418	ED206977
CE028894	ED206800	CE029964	ED206859	CE030112	ED206919	CG015419	ED206978
CE029027	ED206801	CE029968	ED206860	CE030113	ED206920	CG015420	ED206979
CE029079	ED206802	CE029969	ED206861	CE030114	ED206921	CG015421	ED206980
CE029081	ED206803	CE029970	ED206862	CE030115	ED206922	CG015422	ED206981
CE029252	ED206804	CE029971	ED206863	CE030116	ED206923	CG015423	ED206982
CE029310	ED206805	CE029972	ED206864	CE030117	ED206924	CG015424	ED206983
CE029346	ED206806	CE029974	ED206865	CE030118	ED206925	CG015427	ED206984
CE029683	ED206807	CE029975	ED206866	CE030119	ED206926	CG015428	ED206985
CE029768	ED206808	CE029976	ED206867	CE030122	ED206927	CG015429	ED206986
CE029769	ED206809	CE029977	ED206868	CE030124	ED206928	CG015430	ED206987
CE029818	ED206810	CE029978	ED206869	CE030126	ED206929	CG015431	ED206988
CE029819	ED206811	CE029979	ED206870	CE030127	ED206930	CG015432	ED206989
CE029820	ED206812	CE029980	ED206871	CE030129	ED206931	CG015433	ED206990
CE029821	ED206813	CE029984	ED206872	CE030133	ED206932	CG015434	ED206991
CE029822	ED206814	CE029985	ED206873	CE030135	ED206933	CG015435	ED206992
CE029823	ED206815	CE029989	ED206874	CE030136	ED206934	CG015436	ED206993
CE029824	ED206816	CE029992	ED206875	CE030142	ED206935	CG015485	ED206994
CE029825	ED206817	CE029993	ED206876	CE030147	ED206936	CG015486	ED206995
CE029826	ED206818	CE029995	ED206877	CE030150	ED206937	CG015548	ED206996
CE029839	ED206819	CE029998	ED206878	CE030153	ED206938		
CE029840	ED206820	CE029999	ED206879	CE030155	ED206939		
CE029842	ED206821	CE030001	ED206880			CS006182	ED206997
CE029844	ED206822	CE030002	ED206881	CG015042	ED206940	CS006185	ED206998
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CE029858	ED206825	CE030005	ED206884	CG015381	ED206943	CS006229	ED207001
CE029868	ED206826	CE030008	ED206885	CG015382	ED206944	CS006239	ED207002
CE029870	ED206827	CE030009	ED206886	CG015383	ED206945	CS006240	ED207003
CE029884	ED206828	CE030011	ED206887	CG015384	ED206946	CS006241	ED207004
CE029885	ED206829	CE030012	ED206888	CG015385	ED206947	CS006242	ED207005
CE029908	ED206830	CE030013	ED206889	CG015387	ED206949	CS006247	ED207006
CE029909	ED206831	CE030014	ED206890	CG015386	ED206948	CS006248	ED207007
CE029910	ED206832	CE030018	ED206891	CG015387	ED206949	CS006250	ED207008
CE029912	ED206833	CE030023	ED206892	CG015388	ED206950	CS006251	ED207009
CE029919	ED206834	CE030025	ED206893	CG015389	ED206951	CS006252	ED207010
CE029917	ED206835	CE030029	ED206894	CG015390	ED206952	CS006253	ED207011
CE029918	ED206836	CE030038	ED206895	CG015391	ED206953	CS006254	ED207012
CE029919	ED206837	CE030045	ED206896	CG015392	ED206954	CS006258	ED207013
CE029921	ED206838	CE030046	ED206897	CG015393	ED206955	CS006259	ED207014
CE029925	ED206840	CE030049	ED206898	CG015394	ED206956	CS006260	ED207015
CE029926	ED206841	CE030056	ED206899	CG015395	ED206957	CS006262	ED207016
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CE029935	ED206850	CE030100	ED206908	CG015405	ED206966	CS006274	ED207025
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CE029939	ED206852	CE030102	ED206910	CG015407	ED206968	CS006277	ED207027
CE029940	ED206853	CE030104	ED206911	CG015408	ED206969	CS006278	ED207028
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		CE030108	ED206915	CG015413	ED206973	CS006283	ED207032//
		CE030109	ED206916	CG015415	ED206974	CS006284	ED207033
				CG015416	ED206975	CS006285	ED207034

CS006291	ED207035	EA013836	ED207131	EA014023	ED207228	FL012246	ED207323
CS006292	ED207036	EA013837	ED207132	EA014024	ED207229	FL012333	ED207324
CS006293	ED207037	EA013838	ED207133	EA014025	ED207230	FL012468	ED207325
CS006295	ED207038	EA013839	ED207134	EA014026	ED207231	FL012480	ED207326
CS006296	ED207039	EA013840	ED207135	EA014030	ED207232	FL012500	ED207327
CS006297	ED207040	EA013841	ED207136	EA014031	ED207233	FL012503	ED207328
CS006298	ED207041	EA013842	ED207137	EA014037	ED207234	FL012505	ED207329
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CS206376	ED207044	EA013847	ED207140	EA014043	ED207237	FL012517	ED207332
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		EA014022	ED207227				

Clearinghouse Number/ED Number Cross Reference Index

399

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HE014343	ED207424	IR009603	ED207520	JC810329	ED207617	PS012433	ED207713
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HE014493	ED207476//	IR009687	ED207572	PS011958	ED207669	RC012942	ED207765
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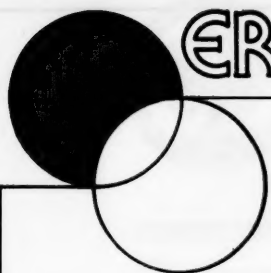
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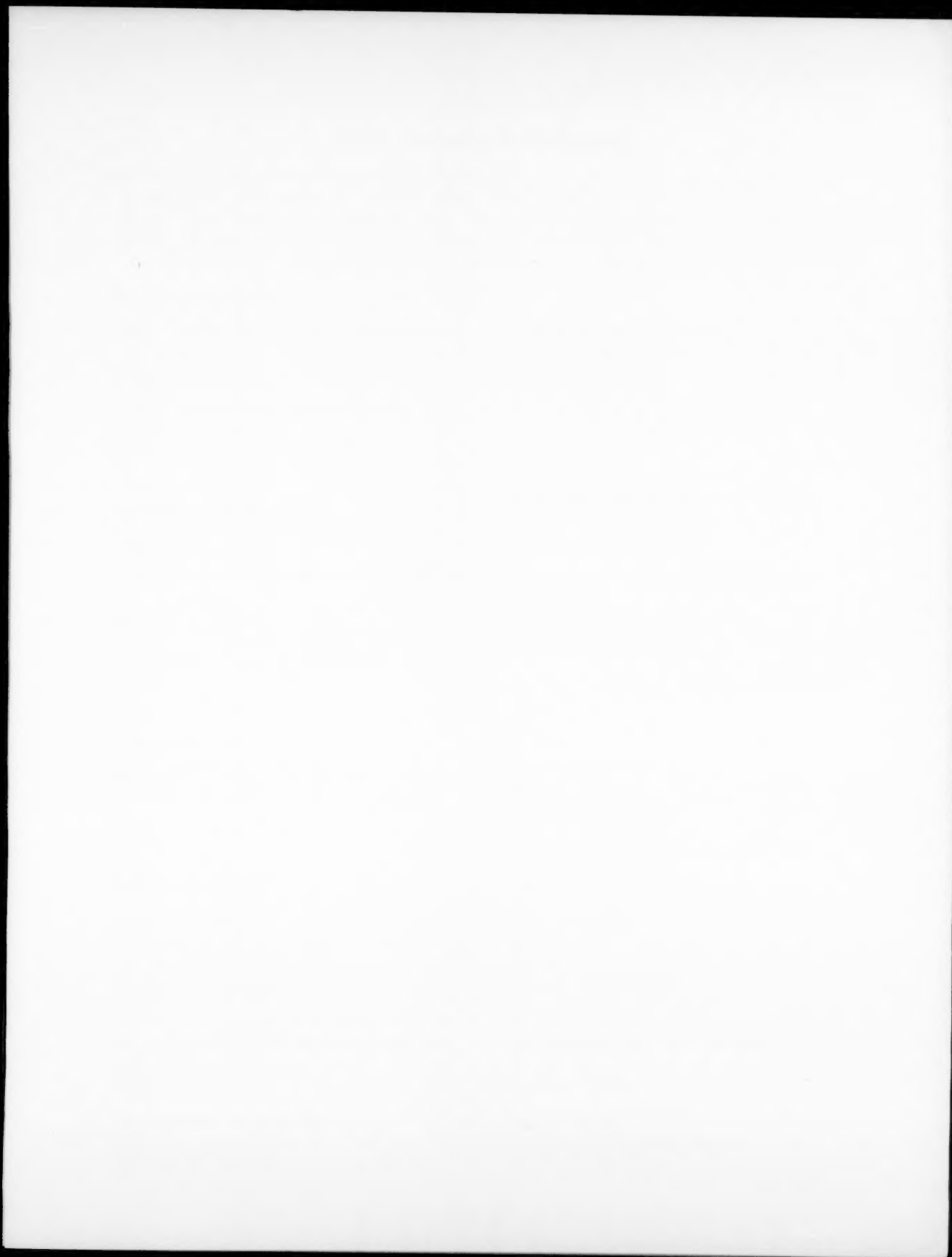
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